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Number 11 November 1967

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introduction

RESEARCH IN EDUCATION has been prepared monthly since November 1966 by the Educational Resources Information Center (ERIC) to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. Beginning with the July 1967 issue, however, the content of RESEARCH IN EDUCATION was expanded to cover the most significant and timely research materials collected by the decentralized ERIC clearinghouses. ERIC's information centers, each focused on a substantive topic, are listed on the last pages of this catalog.

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organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the white-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

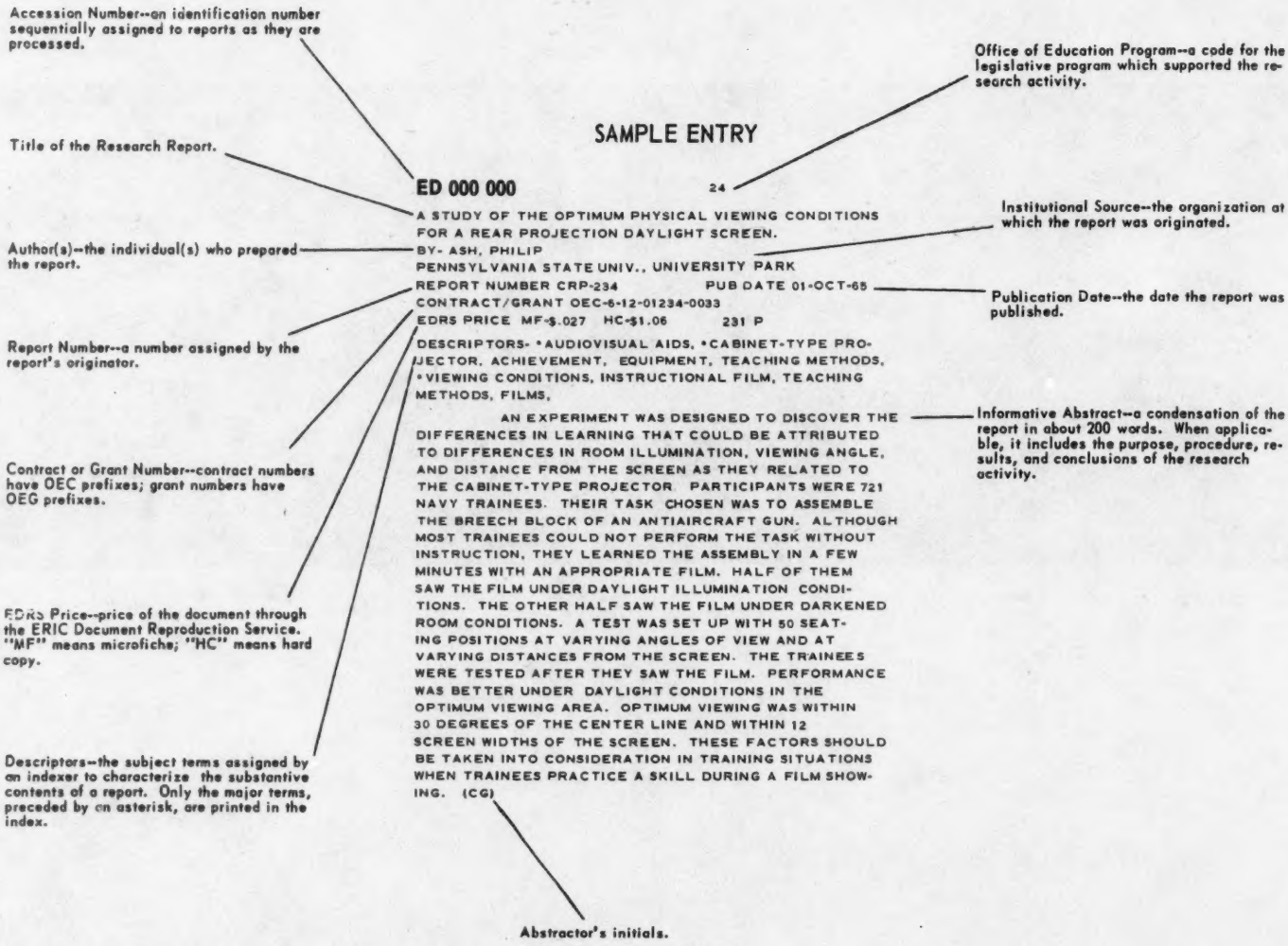
Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow the report resumes and project resumes. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT
RESUMES


Accession Number--an identification number sequentially assigned to reports as they are processed.
Office of Education Program--a code for the legislative program which supported the research activity.
SAMPLE ENTRY
Title of the Research Report.
ED 000 000
24
A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
Institutional Source--the organization at which the report was originated.
Author(s)--the individual(s) who prepared the report.
BY- ASH, PHILIP
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-234 PUB DATE 01-OCT-65
Publication Date--the date the report was published.
CONTRACT/GRANT OEC-6-12-01234-0033
Report Number--a number assigned by the report's originator.
EDRS PRICE MF-$.027 HC-$1.06 231 P
DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.
Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.
Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.
Abstractor's initials.

ED 011 567 24

COMMUNICATION AND STATUS--THE DYNAMICS OF A RESEARCH CENTER.
By- SMITH, ALFRED G.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-1 PUB DATE 66
CONTRACT OEC-4-10-163
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMMUNICATION (THOUGHT TRANSFER), *EDUCATIONAL ADMINISTRATION, *ORGANIZATION, *RESEARCH AND DEVELOPMENT CENTERS, *STATUS, EUGENE,

THIS STUDY OBSERVED AND ANALYZED THE INTERNAL COMMUNICATIONS OF A RESEARCH CENTER. THE GOAL WAS TO DETERMINE WHO SENDS WHAT MESSAGES, TO WHOM, OVER WHICH CHANNELS. FROM THE DATA THAT WAS GATHERED THROUGH INTERVIEWS THAT AVERAGED 3 HOURS EACH, IT WAS FOUND THAT THE MEMBERS OF THE GROUP GENERALLY PERCEIVED DISCRETE STATUSES RATHER THAN STATUS-SETS. THE STUDY THEN GROUPED THE INDIVIDUAL MEMBERS OF THE CENTER IN TERMS OF THEIR SHARED STATUSES. MOST COMMUNICATION TAKES PLACE WITHIN THESE GROUPS, AND LITTLE TAKES PLACE ACROSS GROUP BOUNDARIES. THESE DIVISIONS AND GROUPINGS REGULATE COMMUNICATION WITHIN THE CENTER. AS THE CENTER HAS GROWN AND BECOME BUREAUCRATIZED, IT HAS DEVELOPED MORE AND MORE DISTINCTIONS OF RANK AND DIVISIONS OF LABOR. THESE HIERARCHIES AND SPECIALTIES ERECT SOME BARRIERS TO THE FREE FLOW OF INFORMATION, BUT THEY ALSO PROVIDE SHIELDING AND PREVENT JAMMING IN THE COMMUNICATION NETWORK. THE STUDY ALSO FOUND THAT MANY OF THE COMMUNICATION PRACTICES OF THE CENTER CAN BE ANALYZED IN TERMS OF TWO OVERALL STATUS CATEGORIES--THE ORGANIZATION MAN AND THE RESEARCH MAN. THESE STATUS-SETS CUT ACROSS THE OFFICIALLY ESTABLISHED RANKS AND FUNCTIONAL DIVISIONS OF THE CENTER. AN EMPHASIS ON THE ORGANIZATION AND AN EMPHASIS ON RESEARCH REFLECTS A BASIC DIVISION WITHIN THE CENTER. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 58 PAGES. (TC)

ED 011 568 24

PERSPECTIVES ON EDUCATIONAL ADMINISTRATION AND THE BEHAVIORAL SCIENCES.
By- CHARTERS, W.W., JR. AND OTHERS
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-2 PUB DATE 65
CONTRACT OEC-4-10-163
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL SOCIOLOGY, *EVALUATION, *RESEARCH PROBLEMS, *SOCIAL PSYCHOLOGY, DECISION MAKING, EUGENE, OCEANLAKE CONFERENCE,

THE PAPERS IN THIS PUBLICATION WERE PRESENTED AT A 3-DAY STAFF CONFERENCE OF THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION. THE OBJECTIVES OF THE CONFERENCE WERE TO (1) ASSESS THE ACTUAL AND POTENTIAL CONTRIBUTIONS OF VARIOUS ACADEMIC DISCIPLINES TO THE PROGRAM AREA OF THE CENTER, (2) EVALUATE THE FIELD OF ADMINISTRATION AS AN AREA OF ACADEMIC INTEREST, (3) DISCUSS EXISTING DEFICIENCIES IN RESEARCH AND PRACTICE, AND (4) EXAMINE THE RELATIONSHIPS OF EDUCATIONAL INSTITUTIONS TO THE LARGER SOCIAL AND CULTURAL ENVIRONMENTS IN WHICH THEY ARE EMBEDDED. THE SEVEN PAPERS THAT CONTRIBUTED TO THE ACHIEVEMENT OF THESE OBJECTIVES PRESENTED THE FOLLOWING TOPICS--(1) THE EMERGING SCIENCE OF ADMINISTRATION AS REVEALED BY THE LITERATURE IN A VARIETY OF ACADEMIC DISCIPLINES, (2) AN ANALYSIS OF THE DEFICIENCIES OF CURRENT RESEARCH IN EDUCATIONAL ADMINISTRATION AND THE CORRECTIVES NEEDED TO PRODUCE RESEARCH OF HIGH QUALITY, (3) EDUCATIONAL ADMINISTRATION AS VIEWED FROM THE PERSPECTIVE OF THE SOCIOLOGY OF EDUCATION, (4) MEANS TO DEVELOP A SOCIAL PSYCHOLOGY OF EDUCATIONAL ADMINISTRATION, (5) THE USE OF ANALYTICAL TECHNIQUES EMPLOYED IN ECONOMICS TO MAKE DECISION-MAKING IN EDUCATION MORE RATIONAL AND SYSTEMATIC, (6) CULTURAL FACTORS IN THE EDUCATIONAL PROCESS, AND (7) THE SCHOOLS AS TRANSMISSION AGENTS FOR POLITICAL VALUES. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 120 PAGES. (AL)

ED 011 569 24

THE JACKSON COUNTY STORY, A CASE STUDY.
By- GOLDHAMMER, KEITH FARNER, FRANK
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-3 PUB DATE 65
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *CASE STUDIES (EDUCATION), *CHANGE AGENTS, *MODELS, *SIMULATION, EUGENE, JACKSON COUNTY,

THIS IS A FACTUAL CASE STUDY OF SOCIAL CHANGE IN A LARGE SUBURBAN SCHOOL DISTRICT EXPERIENCING CONFLICT BETWEEN THE SCHOOL BOARD, THE ADMINISTRATIVE OFFICER OF THE SCHOOL SYSTEM, AND THE GENERAL PUBLIC DURING A PERIOD OF RAPID POPULATION GROWTH. THE STUDY TRACES THE HISTORY OF VARIOUS PROBLEMS ARISING FROM RAPID POPULATION GROWTH AND THE INTRODUCTION OF CURRICULUM CHANGES FACED BY JACKSON COUNTY SCHOOL BOARDS AND SCHOOL SUPERINTENDENTS FOR A PERIOD BEGINNING SOON AFTER WORLD WAR II THROUGH THE 1963-64 SCHOOL BUDGET FORMULATION. THE SIMILARITIES BETWEEN THE PROBLEMS OF JACKSON COUNTY AND THOSE OF MANY OTHER AREAS MAKE THIS STUDY SUITABLE FOR USE IN GRADUATE SEMINARS AND INSERVICE PROGRAMS. (AL)

ED 011 570 24

CHANGE PROCESSES IN THE PUBLIC SCHOOLS.
By- CARLSON, RICHARD O. AND OTHERS
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-4 PUB DATE 65
CONTRACT OEC-4-10-163
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADMINISTRATIVE CHANGE, *ADMINISTRATIVE PERSONNEL, *CHANGE AGENTS, *CHANGING ATTITUDES, *PUBLIC SCHOOL SYSTEMS, EUGENE,

THIS PUBLICATION IS A REPORT OF A SEMINAR ON PLANNED CHANGE CONDUCTED WITH PUBLIC SCHOOL OFFICIALS BY THE CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION AT THE UNIVERSITY OF OREGON. THE MAIN OBJECTIVE WAS THE ENHANCEMENT OF THE SCHOOL OFFICIALS' UNDERSTANDING OF THE PLANNED-CHANGE PROCESSES AND OF THEIR SKILL IN CARRYING OUT PLANNED CHANGES. THE SEMINAR REVOLVED AROUND TWO MAJOR ELEMENTS--(1) SMALL

GROUP DISCUSSIONS OF PAPERS PRESENTED FOR THE SEMINAR BY FOUR CONSULTING SOCIAL SCIENTISTS, AND (2) WHAT WERE TERMED "CLINIC SESSIONS." THESE SESSIONS BROUGHT TOGETHER SCHOOL OFFICIALS AND SOCIAL SCIENTISTS IN SMALL GROUPS WHERE ATTENTION WAS GIVEN TO SPECIFIC CHANGE PROBLEMS THAT HAD BEEN, AND WERE BEING ENCOUNTERED BY THE SCHOOL OFFICIALS. THE CONCLUSIONS DRAWN FROM THE CONFERENCE WERE SUMMARIZED AS (1) HOW THE ADMINISTRATOR ACTS AND HOW SUCCESSFUL HE IS IN HIS DISTRICT MAKES AN IMPACT ON THE EDUCATIONAL ENTERPRISE OVER AND BEYOND THE AVAILABILITY OF RESOURCES, (2) THE INSIGHTS AND KNOWLEDGE OF THOSE WHO STUDY HUMAN BEHAVIOR AND HUMAN INSTITUTIONS ARE RELEVANT TO SCHOOL ADMINISTRATION, (3) EDUCATION HAS A GREAT DEAL OF GOAL AMBIGUITY AND THIS IS AN INTERFERING FACTOR IN EFFECTING CHANGES, (4) THERE IS NEED FOR RESEARCH TO GUIDE ADMINISTRATORS, AND (5) IN THE ABSENCE OF ADEQUATE RESEARCH, EDUCATORS MUST DO WHAT THEIR EXPERIENCE, TRAINING, AND PROFESSIONAL COMMITMENTS INDICATE IS THE BETTER OF THE ALTERNATIVES AVAILABLE. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 92 PAGES. (TC)

ED 011 571 24
ADOPTION OF EDUCATIONAL INNOVATIONS.
BY- CARLSON, RICHARD O.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-5 PUB DATE 65
CONTRACT OEC-4-10-163
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *INFORMATION DISSEMINATION, *INSTRUCTIONAL INNOVATION, *RATING SCALES, *RESEARCH, EUGENE,

THIS INQUIRY WAS CONCERNED WITH (1) EXPLANATION OF THE RATES OF ADOPTION OF NEW EDUCATIONAL PRACTICES BY SCHOOL SYSTEMS, AND (2) EXPLANATION OF VARYING RATES OF DIFFUSION OF EDUCATIONAL INNOVATIONS. CHAPTER ONE PRESENTS THE EXPLANATORY FRAMEWORK TO BE EMPLOYED, AND THE SOURCES AND KINDS OF DATA TO BE INVOLVED. THE FOLLOWING CHAPTERS TRACE OUT PORTIONS OF THE NATURAL HISTORY OF INNOVATIONS. IN CHAPTER TWO, THE RELATIONSHIP BETWEEN A SUPERINTENDENT'S POSITION IN THE SOCIAL STRUCTURE OF ADOPTERS AND HIS RATE OF ACCEPTANCE OF MODERN MATH WAS SCRUTINIZED. IN CHAPTER THREE, THE SUBJECT IS THE PATTERNS OF SEEKING ADVICE AND INFORMATION ABOUT NEW EDUCATIONAL PRACTICES AMONG SCHOOL SUPERINTENDENTS. PARTICULAR ATTENTION WAS PAID TO THE WAY IN WHICH ADVICE SEEKING AND GIVING IS RELATED TO THE STATUS STRUCTURE OF SUPERINTENDENTS. CHAPTER FOUR EXPLORES THE RELATION OF ADAPTIVE PERFORMANCE OF SUPERINTENDENTS AS MEASURED BY ACCEPTANCE OF SEVERAL INNOVATIONS TO THE INNOVATIVENESS SCORE OF THE SUPERINTENDENTS AS MEASURED BY A SET OF INDEPENDENT VARIABLES. CHAPTER FIVE MOVES AWAY FROM THE ADOPTION STAGE OF THE LIFE CYCLE OF INNOVATIONS TO THE SPREAD OR DIFFUSION STAGE. CHAPTER SIX IS A CASE STUDY OF SOME OF THE UNANTICIPATED CONSEQUENCES IN THE USE OF ONE INNOVATION, PROGRAMED INSTRUCTION, IN ONE SCHOOL SYSTEM. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 84 PAGES. (TC)

ED 011 572 24
THE ECONOMIC RETURNS TO EDUCATION, A SURVEY OF THE FINDINGS.
BY- INNES, JON T. AND OTHERS
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-6 PUB DATE 65
CONTRACT OEC-4-10-163
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ECONOMIC RESEARCH, *HIGHER EDUCATION, *HUMAN RESOURCES, *INCOME, *SCHOOL SUPPORT, DEVELOPMENT, EUGENE, SCHOOL TAXES,

THIS MONOGRAPH IS A SURVEY OF RECENT LITERATURE ON THE ECONOMIC RETURNS ON INVESTMENT IN EDUCATION. THE FIRST SECTION INTRODUCES THE READER TO THE CONCEPT OF HUMAN CAPITAL AND TO SOME WAYS IT CAN BE MEASURED. IN THE SECOND AND THIRD SECTIONS, DATA ARE PRESENTED ON THE RELATIONSHIP BETWEEN EDUCATION AND INCOME AND THE BENEFITS ACCRUING BOTH TO INDIVIDUALS AND TO THE NATION AS A WHOLE FROM INVESTMENT IN EDUCATION. SECTION FOUR DEALS WITH ESTIMATES OF EDUCATION'S CONTRIBUTION TO ECONOMIC GROWTH. SECTION FIVE SUMMARIZES THE GENERALIZATIONS CONCERNING EDUCATION AS AN INVESTMENT. THESE STUDIES REINFORCE THE CONCLUSION PRESENTED BY OTHER STUDIES THAT THE SOCIAL RETURNS ON EDUCATIONAL INVESTMENT ARE VERY PROFITABLE, AS ARE PRIVATE RETURNS ON INDIVIDUAL INVESTMENT. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 46 PAGES, $1.00. (TC)

ED 011 573 24
ADOLESCENT CAREER ORIENTATIONS--SOME SUPPORTIVE AND CONFLICTING DATA.
BY- REHBERG, RICHARD A.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-7 PUB DATE APR 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$1.52 36P.

DESCRIPTORS- *CAREER CHOICE, *EDUCATIONAL OBJECTIVES, *SECONDARY SCHOOL STUDENTS, *SOCIAL INFLUENCES, *VOCATIONAL INTERESTS, EUGENE, QUESTIONNAIRES, STATISTICAL ANALYSIS,

THE EDUCATIONAL AND CAREER ORIENTATIONS OF 2,852 SECONDARY-SCHOOL SOPHOMORE MALES IN BOTH PUBLIC AND PAROCHIAL SCHOOLS WERE SURVEYED BY A QUESTIONNAIRE. THE STUDY SOUGHT TO ASSESS THE RELATIONSHIPS OF SOCIAL STATUS TO TWO ALTERNATE DIMENSIONS OF CHOICE OF EDUCATIONAL AND CAREER GOALS, THE IDEALISTIC AND THE REALISTIC. THE INVESTIGATOR CONCLUDED FROM THE GATHERED DATA THAT BOTH DIMENSIONS OF BOTH EDUCATIONAL AND OCCUPATIONAL ORIENTATIONS VARY SIGNIFICANTLY AND POSITIVELY WITH SOCIAL STATUS, AND THERE IS A SLIGHTLY STRONGER ASSOCIATION BETWEEN STATUS AND THE REALISTIC DIMENSION THAN BETWEEN STATUS AND THE IDEALISTIC DIMENSION. THE RESULTS OF THIS STUDY WERE COMPARED TO THE RESULTS OF PREVIOUSLY PUBLISHED REPORTS. THE COMPARISON SHOWED THAT WHILE MOST PREVIOUS STUDIES HAVE FOUND SIGNIFICANT POSITIVE VARIATIONS OF THE REALISTIC DIMENSION WITH STATUS FOR BOTH CAREER AND EDUCATIONAL GOALS, IN OTHER ASPECTS THE PREVIOUS STUDIES ARE INCONSISTENT. A RELATED REPORT IS AA 000 010. THIS PAPER WAS PRESENTED TO THE MIDWESTERN SOCIOLOGICAL SOCIETY ANNUAL MEETING, APRIL 21-23, 1966. (AL)

ED 011 574 24
PROJECTS UNDER WAY AND COMPLETED, MARCH 1966.
By- RUNKEL, P.J. KITCHEL, JOANNE M.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-8 PUB DATE MAR 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *OPERATIONS RESEARCH, *PUBLICATIONS, *RESEARCH AND DEVELOPMENT CENTERS, *SOCIAL ENVIRONMENT, ADMINISTRATIVE ORGANIZATION, ADMINISTRATOR GUIDES, EDUCATIONAL RESEARCH, EUGENE, SOCIAL INFLUENCES,

A REPORT WAS MADE OF THOSE PROJECTS UNDER WAY AND COMPLETED BY THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION. THE CENTER'S RESEARCH EFFORTS FOCUS ON THE SOCIAL ENVIRONMENTS WITHIN WHICH THOSE WHO ADMINISTER SCHOOLS AND SYSTEMS MUST WORK. RESEARCH ACTIVITIES ARE LISTED UNDER SUCH HEADINGS AS COMPLETED PROJECTS FOR WHICH REPORTS ARE BEING PREPARED, PROJECTS IN PROGRESS, PROJECTS IN PRELIMINARY OR PLANNING STAGES, COMPLETED PROJECTS FOR WHICH REPORTS ARE AVAILABLE, DISSERTATIONS, AND OCCASIONAL PAPERS WRITTEN BY STAFF MEMBERS. PRICES ARE LISTED FOR THOSE PROJECT REPORTS THAT ARE AVAILABLE IN PAPERBACK PUBLICATIONS. THE CUT-OFF DATE FOR THIS INTERIM REPORT WAS MARCH, 1966. (GD)

ED 011 575 24
RESEARCH PROJECTS UNDER WAY, FEBRUARY 1965.
By- RUNKEL, P.J.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-9 PUB DATE FEB 65
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *OPERATIONS RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *SOCIAL INFLUENCES, ADMINISTRATIVE ORGANIZATION, ADMINISTRATOR GUIDES, EDUCATIONAL RESEARCH, EUGENE, SOCIAL ENVIRONMENT,

A REPORT WAS MADE OF RESEARCH PROJECTS UNDERWAY AT THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION AS OF FEBRUARY, 1965. THE CENTER'S RESEARCH EFFORTS FOCUS ON THE SOCIAL CONTEXT WITHIN WHICH THOSE WHO ADMINISTER SCHOOLS AND SYSTEMS MUST WORK. APPENDED TO THE REPORT IS A SERIES OF BRIEF DESCRIPTIONS OF THE PROJECTS. THESE PROJECTS DEAL WITH SUCH PROBLEMS AS ROLE EXPECTATIONS, EDUCATIONAL MARKET ANALYSIS, COMMUNITY POWER GROUPS, THE WORLD OF THE VOTER, SOCIAL INFLUENCES ON POLITICAL ORIENTATIONS, SCHOOL-BOARD ARENA OF ARGUMENTATION, PROFESSIONAL REFERENCE GROUPS, COMMUNICATION NETS WITHIN FACULTIES, AND MOTIVATIONAL SOURCES OF PROSPECTIVE SUPERINTENDENTS. (GD)

ED 011 576 24
EDUCATIONAL ORIENTATIONS AND PARENTAL ENCOURAGEMENT--AN INTERVENING OR AN INDEPENDENT VARIABLE.
By- REHBERG, RICHARD A. AND OTHERS
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-11 PUB DATE APR 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *COLLEGE ATTENDANCE, *EDUCATIONAL OBJECTIVES, *MOTIVATION, *PARENTAL ASPIRATION, *SOCIOECONOMIC STATUS, EUGENE, HOLLINGSHEAD SEVEN CATEGORY SCALES, RATING SCALES,

TWO MODELS OF THE INTERACTION OF PARENTAL ENCOURAGEMENT AND EDUCATIONAL EXPECTATIONS WERE EVALUATED IN COMPARISON WITH DATA GATHERED FROM A SURVEY. PARENTAL ENCOURAGEMENT WAS DEFINED AS AN OVERT ATTEMPT BY PARENTS TO INFLUENCE THEIR SON TO GO TO COLLEGE. ONE MODEL REPRESENTED PARENTAL ENCOURAGEMENT AS AN INTERVENING VARIABLE BETWEEN EDUCATIONAL EXPECTATIONS AND THE FACTORS OF EDUCATION OF FATHER, OCCUPATION OF FATHER, AND EDUCATION OF MOTHER. IN THE SECOND MODEL, PARENTAL ENCOURAGEMENT AND THE OTHER THREE FACTORS WERE DEPICTED AS INDEPENDENT VARIABLES INTERACTING WITH EDUCATIONAL EXPECTATIONS. A QUESTIONNAIRE WAS USED TO GATHER DATA FROM 6,000 SOPHOMORE STUDENTS IN PUBLIC AND PAROCHIAL SECONDARY SCHOOLS IN SIX MIDDLE-SIZE PENNSYLVANIA CITIES. THE HOLLINGSHEAD SEVEN CATEGORY OCCUPATIONAL RATING SCALE WAS USED TO MEASURE OCCUPATION OF FATHER AND THE HOLLINGSHEAD SEVEN CATEGORY EDUCATIONAL RATING SCALE WAS USED TO MEASURE EDUCATION OF FATHER AND EDUCATION OF MOTHER. STATISTICAL ANALYSIS WAS USED TO ESTABLISH THE NECESSARY FACTORS IN THE MODELS. A CRITICAL TEST WAS THEN MADE FOR AN INTERVENING VARIABLE. RESULTS OF THE TEST WERE NOT CONSIDERED TO ADEQUATELY ESTABLISH PARENTAL ENCOURAGEMENT AS AN INTERVENING VARIABLE. TO ACCOUNT FOR THE DISCREPANCIES BETWEEN THIS STUDY AND EARLIER STUDIES, SEVERAL ASSUMPTIONS WERE MADE THAT LED TO THE CONCLUSION THAT PARENTAL ENCOURAGEMENT ACTS AS AN INDEPENDENT VARIABLE. A RELATED REPORT IS AA 000 007. THIS PAPER WAS PRESENTED TO THE EASTERN SOCIOLOGICAL SOCIETY ANNUAL MEETING, APRIL 15-17, 1966. (AL)

ED 011 577 24
A MODEL FOR THE DEMAND FOR HIGHER EDUCATION IN THE UNITED STATES, 1919-64.
By- CAMPBELL, ROBERT SIEGEL, BARRY N.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-12 PUB DATE APR 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *ENROLLMENT INFLUENCES, *HIGHER EDUCATION, *MODELS, *STATISTICAL SURVEYS, *TUITION, ENROLLMENT TRENDS, EUGENE,

STATISTICAL DEMAND ANALYSIS, WHICH EMPHASIZES THE INFLUENCE OF RELATIVE PRICES AND REAL INCOME UPON THE DEMAND FOR A COMMODITY, WAS USED TO DEVELOP A MODEL OF THE DEMAND FOR HIGHER EDUCATION. THE STUDY IS BASED ON THE FACT THAT COLLEGE ENROLLMENT REPRESENTS THE PURCHASE OF BOTH A PRODUCER AND CONSUMER DURABLE, AND IS AN ACT OF INVESTMENT. INVESTMENT RISKS APPEAR IN TWO FORMS--(1) THE RISK OF FAILURE TO COMPLETE THE EDUCATION, AND (2) THE RISK THAT EDUCATION, EVEN THOUGH COMPLETED, WILL NOT YIELD THE EXPECTED INCOME RETURN. ONLY THOSE REGARDED AS POTENTIAL INVESTORS, GRADUATE STUDENTS AND STUDENTS ENROLLED IN 2-YEAR INSTITUTIONS ARE EXCLUDED FROM THE STUDY. FROM THE ANALYSES MADE, THE PRINCIPLES THAT LIMIT EDUCATIONAL DEMAND BELOW THE TOTAL OF THOSE ELIGIBLE TO ENROLL WERE DEDUCED TO BE (1) THOSE INDIVIDUALS WHOSE EXPECTED RATE OF RETURN OVER COST IS ZERO, OR BELOW, WILL HAVE A ZERO ENROLLMENT DEMAND, AND (2) ENROLLMENT DEMAND IS DIMINISHED BY EXCLUSION OF THOSE WHO MUST RELY ON LOANS TO

ENROLL. THE MODEL DERIVED AS A MEASURE OF DEMAND WAS--THE RATIO OF ENROLLEES TO ELIGIBLES FOR A GIVEN YEAR IS A FUNCTION OF THE REAL DISPOSABLE INCOME PER HOUSEHOLD AND OF THE AVERAGE REAL TUITION IN THAT YEAR. (AL)

ED 011 578 24
SELF IMAGES AND COMMUNITY IMAGES OF THE ELEMENTARY SCHOOL PRINCIPAL--FINDINGS AND IMPLICATIONS OF A SOCIOLOGICAL INQUIRY.
By- FOSKETT, JOHN M. WOLCOTT, HARRY F.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-13 PUB DATE MAY 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *PERMISSIVE ENVIRONMENT, *PRINCIPALS, *RATING SCALES, *RESPONSE MODE, EUGENE, PERCEPTION,

THE SYSTEM OF RULES THAT GUIDES THE BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS WAS INVESTIGATED. THIS BODY OF RULES, TERMED "THE NORMATIVE STRUCTURE OF THE COMMUNITY AS IT PERTAINS TO SCHOOL ADMINISTRATORS," WAS STUDIED BY MEANS OF AN INSTRUMENT CALLED THE "ROLE NORM INVENTORY." SEPARATE INVENTORIES WERE DEVELOPED FOR ELEMENTARY SCHOOL TEACHERS AND FOR ELEMENTARY SCHOOL PRINCIPALS. THE RESPONSE PATTERNS TO THE PRINCIPAL ROLE NORM INVENTORY WERE DISCUSSED IN THE FOLLOWING ORDER--(1) THE EXTENT OF AGREEMENT AMONG PRINCIPALS AND AMONG OTHER POPULATIONS REGARDING THE ROLE OF THE PRINCIPAL, (2) THE EXTENT OF PERMISSIVENESS AMONG PRINCIPALS AND AMONG OTHER POPULATIONS, (3) DIFFERENCES IN VIEWS OF THE ROLE OF THE PRINCIPAL, (4) THE PRINCIPAL'S PERCEPTION OF THE VIEWS OF OTHERS, AND (5) RANK ORDER AGREEMENT OF ITEMS BASED ON MEAN SCORES OBTAINED FROM THE VARIOUS POPULATIONS. RESPONSES WERE SCORED ON A SCALE OF PLUS 100 PERCENT FOR COMPLETE AGREEMENT TO MINUS 100 PERCENT FOR COMPLETE DISAGREEMENT. A SUMMARY OF THE SCORES REVEALED THAT THE LEVEL OF AGREEMENT FOR EACH SEGMENT OF THE COMMUNITY INVENTORIED RANGED FROM NEAR ZERO PERCENT TO APPROXIMATELY 80 PERCENT, THE AVERAGE FOR EACH GROUP BEING CLOSE TO 40 PERCENT. THE AUTHOR REPORTED (1) THE SCHOOL SYSTEM THAT WAS STUDIED APPEARED TO BE A STABLE, SMOOTH RUNNING ORGANIZATION OPERATING WITH A MINIMUM OF STRESS AND (2) THE SCHOOL SYSTEM APPEARED ABLE TO TOLERATE A WIDE RANGE OF VIEWS. (AL)

ED 011 579 24
BALANCING IN GROUP DECISION MAKING.
By- WRENCH, DAVID F. GREGOR, GARY L.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-14 PUB DATE JAN 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *DECISION MAKING, *GROUP BEHAVIOR, *GROUP DYNAMICS, *INTERACTION PROCESS ANALYSIS, *PERCEPTION TESTS, *PERSONAL ADJUSTMENT, COGNITIVE PROCESSES, EUGENE, LABORATORY EXPERIMENTS, PERSONALITY CHANGE, SOCIAL ADJUSTMENT, SOCIAL CHANGE,

THIS STUDY WAS DESIGNED TO TEST THE THEORY THAT LABORATORY GROUPS MAKING COMPLEX DECISIONS WILL DISTORT THEIR PERCEPTIONS OF EACH OTHER IN WAYS PREDICTABLE FROM NEWCOMB'S A-B-X MODEL OF PERCEPTUAL DISTORTION IN WHICH "A" REPRESENTS THE PERCEIVING INDIVIDUAL, "B" REPRESENTS ANOTHER MEMBER OF THE GROUP, AND "X" THE ISSUES UNDER DISCUSSION. FOUR HYPOTHESES DEALING WITH PERCEPTUAL DISTORTION WERE TESTED IN SIMULATED SCHOOL BOARDS, EACH COMPOSED OF FOUR SUBJECTS AND A GRADUATE STUDENT, THE LATTER PLAYING THE ROLE OF A NONDIRECTIVE SUPERINTENDENT OF SCHOOLS. EACH SUBJECT RECEIVED COMMUNICATIONS FROM, AND REPRESENTED, AN INTEREST GROUP. EACH BOARD MET FOUR TIMES, AND, AT EACH MEETING, TWO DIFFERENT BUT INTERRELATED ISSUES WERE DISCUSSED AND DECIDED. SUBJECTS WERE ASKED TO RATE EACH OTHER, THE SUPERINTENDENT, AND THEMSELVES AT THE START, MIDDLE, AND END OF EACH MEETING IN RELATION TO A HYPOTHETICAL NORMAL DISTRIBUTION OF A REFERENCE POPULATION. THE TWO TYPES OF RATINGS MADE WERE (1) POSITION ON ISSUE AND (2) SOUNDNESS OF JUDGMENT. MIXED RESULTS WERE OBTAINED. IN FACT, ONE HYPOTHESIS WAS SIGNIFICANT IN THE OPPOSITE DIRECTION TO THAT PREDICTED, SO THAT THE STATIC CORRELATION BETWEEN PERCEIVED POSITION DISCREPANCY AND EXPERTISE IS HIGH AND NEGATIVE. FURTHER SEARCH FOR THE CONDITIONS WHICH LED TO THESE RESULTS WAS RECOMMENDED. (GD)

ED 011 580 24
ACCURACY OF INTERPERSONAL PERCEPTION--A FUNCTION OF SUPERORDINATE ROLE.
By- BRUMBAUGH, ROBERT B.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-15 PUB DATE MAY 66
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *INTERPERSONAL RELATIONSHIP, *STUDENT TEACHERS, *TEACHER SUPERVISION, EUGENE, SCHOOL ADMINISTRATION, SCHUTZ FIRO B SCALE, STATISTICAL ANALYSIS,

ONE ASPECT OF THE PERCEPTUAL ACCURACY OF STUDENT TEACHERS AND THEIR SUPERVISORS IN JUDGING THEIR INTERPERSONAL RELATIONS WAS EXPLORED. A FIELD STUDY OF 40 STUDENT TEACHERS AND THEIR PUBLIC SCHOOL SUPERVISING TEACHERS EXPLORED THE POSSIBILITY OF SUBORDINATE ROLE BEING A CORRELATE TO THE ACCURACY OF THEIR INTERPERSONAL PERCEPTION. AT THE END OF 6 WEEKS OF WORKING CONTACT, THE SUBJECTS WERE ADMINISTERED THE "FIRO-B" SCALE INTENDED TO MEASURE THE DEGREE TO WHICH THE SUBJECT WANTS TO RECEIVE INCLUSION, CONTROL, AND AFFECTION. THE SUBJECTS WERE ASKED TO COMPLETE THE SCALE ONCE TO REVEAL THEIR FEELINGS AND ONCE TO REACT AS THEY THOUGHT THEIR RESPECTIVE SUPERVISOR OR STUDENT TEACHER WOULD REACT. ANALYSIS OF THE DATA SHOWED THAT SUPERVISING TEACHERS WERE SIGNIFICANTLY MORE ACCURATE THAN STUDENT TEACHERS IN ESTIMATING THE PSYCHOLOGICAL CONTROL NEEDS OF THEIR COUNTERPARTS. THE AUTHOR CONCLUDED THAT FOR A SUPERORDINATE TO SUCCESSFULLY PERFORM THE ROLE, THAT PERSON MUST PERCEPTUALLY SELECT ONLY THOSE CUES FROM INTERACTION WITH IMMEDIATE SUBORDINATES THAT PERTAIN TO THE CONTROL NEEDS OF THE SUBORDINATES. (AL)

ED 011 581 24
THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.
By- PELLEGRIN, ROLAND J.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0217-16 PUB DATE 10 FEB 65
CONTRACT OEC-4-10-163

EDRS PRICE MF-$0.09 HC-$0.32 13P.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *INFORMATION DISSEMINATION, *RESEARCH AND DEVELOPMENT CENTERS, *RESEARCHERS, *WORKSHOPS, CONFERENCES, EUGENE,

A DESCRIPTION IS PRESENTED OF THE OBJECTIVES, ORGANIZATION, AND PERSONNEL OF THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION. THE EIGHT BASIC AREAS OF THE RESEARCH PROGRAMS ARE (1) THE STRUCTURE AND FUNCTIONING OF EDUCATIONAL ORGANIZATIONS AS SOCIAL AND CULTURAL SYSTEMS, (2) THE INTERRELATIONSHIPS AMONG SOCIETY, CULTURE, AND EDUCATION, (3) EDUCATOR ROLES, ROLE PERCEPTIONS, AND ROLE EXPECTATIONS, (4) CHANGE, INNOVATION, AND RESISTANCE TO INNOVATION IN EDUCATION, (5) DECISION-MAKING IN EDUCATION AT LOCAL AND STATE LEVELS, (6) COMMUNITY AND STATE SUPPORT FOR EDUCATIONAL PROGRAMS, (7) PUBLIC KNOWLEDGE OF AND ATTITUDES TOWARD EDUCATION, AND (8) PUBLIC PARTICIPATION IN EDUCATIONAL AFFAIRS. ALTHOUGH PRIMARY EMPHASIS HAS BEEN UPON THE ORGANIZATION OF THE RESEARCH PROGRAM, STEPS ALSO HAVE BEEN TAKEN IN THE DISSEMINATION OF INFORMATION. THIS EFFORT INCLUDES THE ESTABLISHMENT OF A PUBLICATION PROGRAM. BY THE END OF THE FIRST YEAR OF OPERATIONS, FIVE CONFERENCES WILL HAVE BEEN CONDUCTED. TRAINING PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS HAVE ALSO BEEN LAUNCHED. EXPERIMENTAL WORKSHOPS FOR ADMINISTRATORS ARE BEING PLANNED, AND THE PROGRAM OF THE CENTER AND THE RESEARCH EFFORTS HAVE BEEN REPORTED AT NUMEROUS CONFERENCES IN VARIOUS SECTIONS OF THE COUNTRY. THIS PAPER WAS PRESENTED AT THE MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, FEBRUARY 10, 1965. (TC)

ED 011 582

READING RESEARCH--WHAT, WHY, AND FOR WHOM.
BY- LEVIN, HARRY
REPORT NUMBER BR-5-0537-1 PUB DATE FEB 66
CONTRACT OEC-6-10-028
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ENGLISH, *LINGUISTICS, *LITERACY, *READING PROCESSES, *READING RESEARCH, *RESEARCH METHODOLOGY, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), BASIC SKILLS, CURRICULUM DEVELOPMENT, INTERDISCIPLINARY APPROACH, NATIONAL CONFERENCE ON RESEARCH IN ENGLISH, PROJECT LITERACY, READING DEVELOPMENT, READING SKILLS, SKILL DEVELOPMENT, TEACHING METHODS,

THE BASES OF READING RESEARCH AND THE FUNDAMENTAL PROCESSES OF READING WERE PRESENTED. FOLLOWING AN OVERVIEW OF RESEARCH IN READING FROM ABOUT 1916 TO THE PRESENT, THE AUTHOR DEFINED READING AS A BASIC BUT COMPLEX SKILL, AND EXAMINED SOME COMPONENTS WHICH MAKE UP THE SKILL. IDENTIFICATION OF THE PROCESS OF READING WAS DESCRIBED IN TERMS OF THE LINGUISTIC METHOD OF TEACHING READING WHICH DESCRIBES WRITTEN LANGUAGE AS A RENDITION, OR A CODE, OF SPOKEN LANGUAGE. VARIOUS ASPECTS OF THE DECODING PROCESS USED BY CHILDREN IN ACQUIRING READING SKILL WERE DISCUSSED. THE AUTHOR SHOWS THAT THE EMPIRICAL DESIGN FOR MOST READING RESEARCH OF THE PAST HAS BEEN THE COMPARISON OF TWO OR MORE TEACHING METHODS, A DESIGN HE BELIEVES TO BE CONTENTIOUS, COSTLY, AND UNINFORMATIVE. AN ALTERNATIVE APPROACH FOR DEVELOPING AND EVALUATING READING CURRICULUMS WAS SUGGESTED THAT INCLUDED THE FOLLOWING STEPS--(1) AN INITIAL APPROXIMATION TO THE CURRICULUM, (2) INFORMAL OBSERVATION AND MANIPULATION, (3) A REVISION, FOLLOWED BY MORE FORMAL, CATEGORY-DIRECTED OBSERVATION, AND (4) REVISION AGAIN WITH LARGE-SCALE TESTING AND INTENSIVE OBSERVATION. THE OBJECTIVES AND INITIAL ACTIVITIES OF PROJECT LITERACY WERE DISCUSSED. THE PROGRAM WAS DESCRIBED AS AN INTERDISCIPLINARY APPROACH TO CURRICULUM DEVELOPMENT, COMBINING CLASSROOM RESEARCH WITH LABORATORY EXPERIMENTATION. THIS PAPER WAS PUBLISHED IN "ELEMENTARY ENGLISH," FEBRUARY 1966, (JH)

ED 011 583 24

PROJECT LITERACY, CODING UNIT 1966. A COGNITIVE APPROACH TO READING READINESS--CODING GAMES.
BY- LEVIN, HARRY
REPORT NUMBER BR-5-0537-2 PUB DATE 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *BEGINNING READING, *CODIFICATION, *CURRICULUM GUIDES, *LITERACY, *READING INSTRUCTION, AURAL STIMULI, CURRICULUM DEVELOPMENT, ITHACA, KINDERGARTEN, LINGUISTIC PATTERNS, PICTORIAL STIMULI, PROJECT LITERACY, READING DEVELOPMENT, READING GAMES, READING PROCESSES, READING PROGRAMS, READING READINESS, SYMBOLIC LANGUAGE,

A NEW CURRICULUM OF CODING GAMES WAS DEVELOPED FOR BEGINNING READERS. THE CURRICULUM'S CONTENT EMPHASIZED TEACHING THE CHILD TO DECODE LETTERS INTO SOUNDS THAT REPRESENT LANGUAGE. THE PURPOSE WAS TO SHOW THE CHILD THE REASONABLENESS OF THE RELATIONSHIP BETWEEN WRITING AND SPEECH. THE CODING GAMES BEGAN WITH AN EMPHASIS ON LANGUAGE AND THE VARIOUS CODES THAT CAN BE USED TO STAND FOR LANGUAGE. PICTURES AND PICTURE-SYMBOLS WERE USED TO INTRODUCE WRITTEN CODES. THE GAMES WERE COMPLETED WITH AN INTRODUCTION TO THE USE OF ALPHABETIC CODE (TO SUPPLEMENT ABILITY TO COMMUNICATE WITH SIMPLE WRITTEN SYMBOLS). THE CURRICULUM WAS TRIED OUT IN TWO KINDERGARTEN CLASSES. THE RESULTS ACHIEVED BY USE OF THIS CURRICULUM WERE EVALUATED BY INTERVIEWS WITH INDIVIDUAL CHILDREN. ALTHOUGH ONLY ONE CHILD KNEW A LETTER STANDS FOR A SOUND, THE CHILDREN UNDERSTOOD THAT CODES STAND FOR LANGUAGE AND COULD HANDLE CODES EFFECTIVELY. FOLLOWUP RECOMMENDATIONS, AS WELL AS AN OUTLINE OF THE CURRICULUM ITSELF, WERE PRESENTED IN THE REPORT. THE CURRICULUM WAS DEVELOPED AS PART OF "PROJECT LITERACY," A COMPREHENSIVE RESEARCH PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF READING AND WRITING SKILLS. (JH)

ED 011 584 24

DATA GATHERING IN THE FIRST GRADE PROJECT, PROJECT LITERACY.
BY- BIEMILLER, ANDREW
REPORT NUMBER BR-5-0537-3 PUB DATE 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$1.98 49P.

DESCRIPTORS- *CURRICULUM EVALUATION, *EVALUATION TECHNIQUES, *LITERACY, *OBSERVATION, *READING INSTRUCTION, DATA SHEETS, GRADE 1, PROJECT LITERACY, READING PROGRAMS, READING RESEARCH, WRITING,

METHODS TO BE USED FOR EVALUATING A NEW FIRST-GRADE CURRICULUM IN READING AND WRITING WERE PRESENTED. THE

CURRICULUN WAS DEVELOPED AS PART OF "PROJECT LITERACY," A COMPREHENSIVE RESEARCH PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. INTERRELATED TOPICS OF THE CURRICULUM INCLUDED READING (BOOKS, MAGAZINES, AND GENERAL WRITTEN MATERIAL), BASIC SENTENCE CONSTRUCTION, CODING GAMES, AUDIOVISUAL DISCRIMINATION, ALPHABET LEARNING, CORRESPONDENCES, AND HANDWRITING. FORMS AND SCHEDULES WERE DESIGNED FOR USE IN REPORTING THE OBSERVATIONS AND ASSESSMENTS THAT WERE TO BE MADE TO GATHER DATA RELEVANT TO TWO PROBLEMS--(1) THE RELEVANCY AND EFFECTIVENESS OF THE VARIOUS CURRICULUM TOPICS FOR LEARNING TO READ, AND (2) THE EFFECTIVENESS OF THE PARTICULAR PROCEDURES AND MATERIALS EMPLOYED FOR TEACHING THE CURRICULUM TOPICS. THE "OBSERVATION" FORMS WERE DESCRIBED UNDER THREE BROAD CATEGORIES--THOSE CONCERNED WITH ATTENTION, THOSE CONCERNED WITH TEACHER-CHILD INTERACTION AND CHILD PERFORMANCE, AND THOSE CONCERNED WITH A GENERAL DESCRIPTION OF THE CLASSROOM ACTIVITIES. THE "ASSESSMENT" FORMS WERE DESIGNED FOR EVALUATION OF CLASSROOM WORKSHEETS, BRIEF CLASSROOM CHECKS ON INDIVIDUALS, TESTING OF GROUPS, AND TESTING OF INDIVIDUALS. (JH)

ED 011 585 24

A PRE-READING UNIT ON THE RATIONALE FOR CODING SPEECH INTO WRITING.

REPORT NUMBER BR-5-0537-4 PUB DATE 10 SEP 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *LITERACY, *PREREADING EXPERIENCE, *READING INSTRUCTION, *TEACHING GUIDES, *WRITTEN LANGUAGE, CODIFICATION, ENGLISH, GRADE 1, KINDERGARTEN, LANGUAGE PATTERNS, PROJECT LITERACY, SPEECH, SYMBOLIC LANGUAGE, UNITS OF STUDY (SUBJECT FIELDS),

THIS UNIT GUIDE WAS DESIGNED FOR DEMONSTRATING TO THE PREREADER THAT WRITING IS A CODE FOR SPEECH AND THAT LETTERS ARE SYMBOLS FOR SOUNDS MADE IN SPEECH. IT WAS DEVELOPED AS A PREREADING UNIT UNDER "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM DEVELOPMENT PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. THE LESSONS OF THE UNIT WERE DEVELOPED IN PROGRESSIVE SEQUENCES FOR ALLOWING THE CHILD TO FORM CONCEPTS OF A VARIETY OF COMMUNICATION MODES. IT WAS ANTICIPATED THAT THE PARTICIPATING CHILD WOULD DEVELOP UNDERSTANDINGS OF (1) THE ARBITRARY NATURE OF WRITTEN LANGUAGE, (2) THE IMPORTANCE OF SENTENCE ORDERING TO MEANING, (3) THE LEFT-RIGHT ORIENTATION USED IN READING THE ENGLISH LANGUAGE, AND (4) THE NECESSITY FOR CORRECTLY POSITIONING LETTERS. THE UNIT WAS DESIGNED FOR USE IN THE SECOND SEMESTER OF KINDERGARTEN OR IN THE FIRST SEMESTER OF GRADE 1. (JH)

ED 011 586 24

HANDWRITING, EXPLORATION OF HANDWRITING SKILLS WITH HEAD START CHILDREN.

REPORT NUMBER BR-5-0537-8 PUB DATE 13 JUL 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *HANDWRITING, *HANDWRITING INSTRUCTION, *LITERACY, *TEACHING GUIDES, *WRITING, ACHIEVEMENT, CLASSROOM GAMES, GRADE 1, HANDWRITING SKILLS, KINDERGARTEN, PROJECT HEAD START, PROJECT LITERACY, SKILL DEVELOPMENT, UNITS OF STUDY (SUBJECT FIELDS),

RECOMMENDATIONS ARE GIVEN FOR STARTING CHILDREN ON LEARNING HANDWRITING SKILLS. FROM OBSERVATIONS MADE OF SOME 5-YEAR-OLD CHILDREN IN PROJECT HEADSTART, THE AUTHOR DEVELOPED THE DESCRIBED PROCEDURES "TO GET CHILDREN WRITING LEGIBLY BUT NOT NECESSARILY BEAUTIFULLY AS SOON AS POSSIBLE. SOME OF THE SUBJECTS DISCUSSED WERE (1) BEST SIZE OF LETTERS FOR CHILDREN TO MAKE WHEN STARTING TO WRITE, (2) TEACHING CHILDREN NOT TO START LETTERS FROM THE BOTTOM OF THE WRITING SPACE WHICH CAUSES SOME LETTERS TO BE INVERTED SUCH AS "M" FOR "W", (3) USE OF FINGER TRACING OF LETTERS TO HELP CHILDREN LEARN BETTER FORMS AND RHYTHM IN LETTER FORMATION, (4) A 6-DAY SEQUENCE FOR TEACHING LETTER FORMATION, (5) A METHOD FOR EVALUATING HANDWRITING PROGRESS, (6) TECHNIQUES FOR IDENTIFYING THE LEFT- OR RIGHT-HANDED CHILD, AND (7) SAMPLES OF LESSONS, GAMES, AND ACTIVITIES THAT COULD BE USED IN THE FIRST WEEK OF HANDWRITING INSTRUCTION. THIS MATERIAL WAS DEVELOPED AS PART OF "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM-DEVELOPMENT PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. (JH)

ED 011 587 24

CORRESPONDENCE GROUP - SEQUENCE AND RATIONALES.

BY- WEBER, ROSE-MARIE SADOFF, BARBARA H.
REPORT NUMBER BR-5-0537-9 PUB DATE 15 JUL 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *BEGINNING READING, *LITERACY, *PHONEMES, *PHONICS, *PRONUNCIATION, *READING INSTRUCTION, EDUCATIONAL STRATEGIES, ENGLISH, LINGUISTIC PATTERNS, PROJECT LITERACY, SEQUENTIAL APPROACH, SPEECH, VOWELS, WRITTEN LANGUAGE,

A SEQUENTIAL, INSTRUCTIONAL STRATEGY WAS PRESENTED FOR DECODING LETTERS INTO SOUND. THE STRATEGY WAS INTENDED TO COMPLEMENT INSTRUCTIONAL PROGRAMS IN BEGINNING READING. LETTER-SOUND CORRESPONDENCES AND CONCEPTS WERE PROVIDED FOR ALL LETTERS OF THE ALPHABET AS THEY MIGHT OCCUR IN VARYING POSITIONS TO FORM ENGLISH WORDS. OF THE VOWELS, ONLY TWO VALUES WERE EXPLICITLY PRESENTED, SHORT AND LONG. THE PROGRAM WAS PREPARED AS PART OF "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM DEVELOPMENT EFFORT IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. (JH)

ED 011 588 24

SUMMARY OF THE PROJECT LITERACY CURRICULUM WRITING SEMINAR.

CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-0537-10 PUB DATE 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *BASIC SKILLS, *BEGINNING READING, *CONFERENCES, *FUSED CURRICULUM, *LITERACY, *READING INSTRUCTION, CLASSROOM ENVIRONMENT, CURRICULUM ENRICHMENT, HANDWRITING SKILLS, INTEGRATED CURRICULUM, ITHACA, LISTENING SKILLS, PHONICS, PROJECT LITERACY, READING READINESS, READING SKILLS,

A CONFERENCE WAS HELD TO IMPROVE AND EXPAND A FUSED CURRICULUM IN BEGINNING READING. THE CURRICULUM HAD BEEN DEVELOPED AND TENTATIVELY EVALUATED AS PART OF "PROJECT

LITERACY," A BASIC RESEARCH AND CURRICULUM-DEVELOPMENT PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. THE FOCUS OF THE CURRICULUM WAS ON A TOTAL LITERATE ENVIRONMENT FOR DEVELOPING NOT ONLY THE CHILD'S BASIC READING SKILLS, BUT HIS HANDWRITING, PHONICS, AND LISTENING SKILLS AS WELL. THE TOPICS EXPLORED AND DEVELOPED IN THE CONFERENCE WERE--(1) CODE MEDIUMS FOR RELATING WRITTEN LANGUAGE TO SPEECH, (2) METHODS FOR DETERMINING AND INSURING READING READINESS IN PRESCHOOL PROGRAMS, (3) ABILITIES NEEDED BY YOUNG CHILDREN BEFORE BEGINNING FORMAL READING INSTRUCTION, (4) LEARNING LETTER AND SOUND CORRESPONDENCES, (5) APPROACH TO AND SEQUENCING OF HANDWRITING INSTRUCTION, (6) CHOOSING AND PREPARING READING MATERIALS, (7) CLASSROOM ORGANIZATION AND ABILITY GROUPING, (8) COMBINING COUNTING, SORTING, AND MATCHING, SIZE CONCEPTUALIZATION, AND OTHER LEARNINGS WITH READING, (9) OVERALL GOALS OF READING INSTRUCTION, AND (10) THE USE OF TECHNICAL AIDS IN THE CLASSROOM. A RELATED REPORT IS ED 011 589. (JH)

ED 011 589 24

PROJECT LITERACY, SUMMARY OF FIRST GRADE STUDY, 1965-1966.
BY- ROBINSON, JOANNE A.
REPORT NUMBER BR-5-0537-11 PUB DATE 66
CONTRACT OEC-6-10-028
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *BASIC SKILLS, *BEGINNING READING, *FUSED CURRICULUM, *LITERACY, *READING PROGRAMS, CLASSROOM ENVIRONMENT, CURRICULUM GUIDES, GRADE 1, HANDWRITING SKILLS, INSTRUCTIONAL INNOVATION, INTEGRATED CURRICULUM, INTERDISCIPLINARY APPROACH, LISTENING SKILLS, PHONICS, PROGRAM EVALUATION, PROJECT LITERACY, READING SKILLS,

AN INNOVATIVE, BEGINNING-READING PROGRAM WAS EVALUATED DURING A 1-YEAR PERIOD OF CLASSROOM RESEARCH ACTIVITY. THE PROGRAM HAD BEEN DEVELOPED AS A PART OF "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM-DEVELOPMENT EFFORT IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. THE EVALUATION WAS CONDUCTED IN A FIRST-GRADE CLASSROOM CONTAINING A HETEROGENEOUS GROUP OF 23 CHILDREN. CHILDREN'S OWN STORIES, TEACHER'S SENTENCES, TRADE BOOKS, TEXTBOOKS, MESSAGES FROM ONE CHILD TO ANOTHER, BULLETIN-BOARD TITLES, WORKSHEETS, RIDDLES, CROSSWORD PUZZLES, AND STORIES COMPOSED BY THE "PROJECT LITERACY" STAFF WERE USED TO ALLOW THE CHILD THE FULL RANGE OF SAMPLING NECESSARY FOR READING IN VARIOUS SITUATIONS. A LETTER PHONICS PROGRAM WAS INTEGRATED WITH THE READING INSTRUCTION FOR THE SLOWER-MOVING READERS. TO CREATE A LITERATE ENVIRONMENT, WHICH WAS THE PROGRAM'S FIRST OBJECTIVE, SUCH ITEMS AS A MESSAGE BOARD, A TAPE RECORDER, AND AN ELECTRIC TYPEWRITER WERE PROVIDED. NO SHARP DEMARCATION WAS MADE AMONG THE ACTIVITIES OF READING, LISTENING, AND WRITING. DURING EACH OF THE INSTRUCTIONAL PERIODS, THESE ACTIVITIES WERE INTERSPERSED AMONG SUBGROUPS OF CHILDREN. ALL OF THE PARTICIPATING CHILDREN LEARNED TO READ. EVEN THE SLOWER READERS WERE READING COMFORTABLY AT A FIRST-GRADE LEVEL AT THE YEAR'S END, AND MOST WERE READING ABOVE GRADE LEVEL. A SECOND-YEAR PROGRAM WITH TWO FIRST-GRADE CLASSROOMS WAS PLANNED. A RELATED REPORT IS ED 011 588. (JH)

ED 011 590 24

AN EXPERIMENTAL APPROACH TO THE TEACHING OF ORAL LANGUAGE AND READING.

BY- STEMMLER, ANNE
REPORT NUMBER BR-5-0249-1 PUB DATE 66
CONTRACT OEC-6-10-108
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *INSTRUCTIONAL INNOVATION, *MODELS, *ORAL COMMUNICATION, *READING INSTRUCTION, *SPANISH SPEAKING, AUSTIN, READING FAILURE, READING IMPROVEMENT, STUDENT NEEDS, TEACHER QUALIFICATIONS,

THE CONSTRUCTION OF AN APPROACH FOR SYSTEMATICALLY DEVELOPING AND INTERRELATING ORAL LANGUAGE AND READING BEHAVIORS WAS BASED ON A RESEARCH STUDY OF LANGUAGE DEVELOPMENT AND READING WHOLLY CONCERNED WITH THE EDUCATIONALLY DISADVANTAGED, SPANISH-SPEAKING CHILD IN TEXAS. THE APPROACH WAS DEVELOPED FROM A STUDY OF A PARTICULAR GROUP OF CHILDREN HAVING A HIGH INCIDENCE OF READING FAILURE, AND WAS OFFERED AS A METHOD OF IDENTIFYING AND ORGANIZING ESSENTIAL ELEMENTS INTO A CONCEPTUAL FRAMEWORK FROM WHICH TO DEVELOP A PROGRAM FOR TEACHING BEGINNING READING. IT WAS STRESSED THAT IN SELECTING ANY APPROACH TO THE TEACHING OF READING, INCLUDING THIS APPROACH WHICH COMBINES A SELF-CONCEPT PROGRAM AND A SCIENCE PROGRAM, THE CHOICE SHOULD BE BASED ON THE NEEDS OF THE TARGET POPULATION AND THE QUALIFICATIONS OF THE TEACHERS WHO WILL APPLY THE APPROACH. THIS PAPER WAS PUBLISHED IN "HARVARD EDUCATIONAL REVIEW," WINTER 1966. (GD)

ED 011 591 24

DESIGNS FOR INSERVICE EDUCATION.
BY- BESSENT, E.W. AND OTHERS
TEXAS UNIV., AUSTIN, RES. AND DEV. CTR. FOR ED.
REPORT NUMBER BR-5-0249-2 PUB DATE FEB 67
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.18 HC-$3.06 77P.

DESCRIPTORS- *EDUCATIONAL METHODS, *INSERVICE TEACHER EDUCATION, *LEADERSHIP TRAINING, *ORGANIZATIONAL CLIMATE, *TRAINING LABORATORIES, AUSTIN, RESOURCE TEACHERS,

THREE DIFFERENT APPROACHES TO INSERVICE EDUCATION WERE DESCRIBED THAT HAD BEEN DEVELOPED TO PROVIDE INDIVIDUAL TRAINING IN GROUP SESSIONS. EACH APPROACH INCLUDED A CAREFULLY PLANNED SEQUENCE OF LEARNING ACTIVITIES INTENDED TO BE PRESENTED WITHIN THE ORGANIZATIONAL CONTEXT OF THE PERSON'S WORK. SUMMER COURSES AND SUMMER WORKSHOPS WERE NOT INCLUDED IN THIS CONCEPT OF INSERVICE EDUCATION. THE LABORATORY APPROACH TO THE LEADERSHIP TRAINING OF INSTRUCTIONAL STAFF MEMBERS PRESENTED THREE ILLUSTRATIVE EXERCISES THAT DEALT WITH EVALUATING PUPILS' WORK, GROUPING PRACTICES, AND THE USE OF INBASKET ITEMS AS TRAINING MATERIALS FOR PRINCIPALS. A TRAINING APPROACH, THAT WAS PLANNED TO HELP TEACHERS IMPLEMENT INNOVATIONS IN INSTRUCTION INTO THEIR CLASSROOMS, PROVIDES TEACHER TRAINING THROUGH SIMULATION OF DIRECT EXPERIENCES WITH STUDENTS AND BY OBSERVING AND ANALYZING STUDENT CLASSROOM WORK. THIS APPROACH REQUIRES RELEASE TIME FOR OBSERVATION OF DEMONSTRATION CLASSES. A DISCUSSION OF THE THIRD APPROACH, THE TEACHING DEMONSTRATION MODEL, DESCRIBED THE DEVELOPMENT OF THE FORMAL DEMONSTRATION INTO A CAREFULLY PLANNED INSERVICE TECHNIQUE. THE FINAL CHAPTER LISTED THREE MAJOR PROPOSITIONS DESCRIBING THE BEHAVIOR OF AN ORGANIZATION AND PRESENTED A WAY OF

THINKING ABOUT THE USE OF INSERVICE PROGRAMS IN ORGANIZATIONS THAT MIGHT GIVE GUIDANCE TO THE DECISIONS OF THOSE WHO PLAN AND DIRECT INSERVICE EDUCATION. (AL)

ED 011 592 24
STUDENT TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL PREPARATION DURING DEPTH INTERVIEWS.
By- GARRARD, JUDITH
TEXAS UNIV., AUSTIN
REPORT NUMBER BR-5-0249-3 PUB DATE 60
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *FEEDBACK, *FILMS, *INTERVIEWS, *PSYCHOLOGICAL EVALUATION, *STUDENT TEACHERS, AUSTIN, PROGRAM EFFECTIVENESS, PSYCHOEDUCATIONAL PROCESSES, SELF CONCEPT, TEACHER ATTITUDES, TEACHER PERSISTENCE,

THE USE OF THE EXIT INTERVIEW AS A CRITERION MEASURE OF THE STUDY OF PROSPECTIVE TEACHERS AND TEACHER TRAINING PROGRAMS WAS REPORTED. THE STUDY WAS MADE AS PART OF A LARGER INVESTIGATION MADE TO DISCOVER THE PERSONAL QUALITIES OF TEACHERS WHO REMAIN IN TEACHING AND TO DETERMINE THE PROGRAMS THAT PRODUCE TEACHERS. THE EXIT INTERVIEW WAS A CONFIDENTIAL, HOUR-LONG SEMISTRUCTURED INTERVIEW OF PROSPECTIVE TEACHERS CONDUCTED BY PSYCHOLOGISTS AT THE END OF THE TEACHER-PREPARATION PROGRAM. THE CASE NOTES OF PSYCHOLOGISTS' INTERVIEWS WITH 33 ELEMENTARY AND 24 SECONDARY PRESERVICE TEACHERS WERE CATEGORIZED. THEY WERE THEN RATED TO DETERMINE PERCEPTIONS OF ONE CONTROL GROUP AND THREE EXPERIMENTAL GROUPS THAT RECEIVED INCREASING AMOUNTS OF FEEDBACK FROM TEST RESULTS AND FROM FILMS MADE OF THE STUDENT TEACHERS WHILE TEACHING. INCREASING PSYCHOLOGICAL FEEDBACK FROM TESTS AND FILM VIEWING WAS FOUND TO INCREASE PREFERENCE FOR MIDDLE-CLASS SCHOOLS AND TO DECREASE PREFERENCE FOR LOWER-CLASS SCHOOLS. THE FINDING OF AN INVERSE RELATIONSHIP BETWEEN IDEAL SCHOOL SITUATION WITH AMOUNT OF EXPERIMENTAL FEEDBACK WAS INTERPRETED AS BEING CONSISTENT WITH FESTINGER'S THEORY OF COGNITIVE DISSONANCE. RELATED REPORTS ARE ED 011 598 THROUGH ED 011 597 (AL)

ED 011 593 24
EXTENSION OF WHITE AND PEB FINDINGS AND SERVICES TO SECONDARY TEACHER PREPARATION. APPENDIX A.
By- NEWLOVE, BEULAH
TEXAS UNIV., AUSTIN
REPORT NUMBER BR-5-0249-4
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *COUNSELING INSTRUCTIONAL PROGRAMS, *FEEDBACK, *FILMS, *STUDENT ATTITUDES, *STUDENT TEACHERS, *STUDENT TEACHING, *TEACHING TECHNIQUES, AUSTIN, FEAR, INSTRUCTIONAL TECHNOLOGY, PORTER PROJECT, SECONDARY SCHOOL TEACHERS, STUDENT REACTION,

STUDENT TEACHERS WERE EXPOSED TO CLASSROOMS AS TEACHERS PRIOR TO FORMAL STUDENT TEACHING TO MINIMIZE THEIR FEARS OF STUDENT TEACHING. TWENTY-THREE STUDENTS WERE ASKED TO TEACH A SINGLE, PORTER JUNIOR-HIGH SCHOOL CLASS FOR A PERIOD OF 15 MINUTES. EACH TEACHING PRESENTATION WAS FILMED, RECORDED, AND OBSERVED. ON THE DAY FOLLOWING THE STUDENT TEACHING, THE CHILDREN IN THE CLASS WERE ASKED TO FILL OUT THE PUPIL OBSERVATION SURVEY REPORT, AND LATER, RECORDINGS WERE MADE OF THE PUPILS VERBAL EVALUATIONS. CONFERENCES WERE HELD WITH EACH STUDENT TEACHER AND ALL THE OBSERVATIONS WERE INTERPRETED FOR HIM. IN MOST CASES, THE STUDENT TEACHER SAW HIS OWN FILMED PRESENTATION. THE STUDENT TEACHERS HAVE REPORTED THEY WERE GLAD THEY HAD TAKEN PART IN THE TEACHING EXPERIMENT. RELATED REPORTS ARE ED 011 592 THROUGH ED 011 597 (GO)

ED 011 594 24
THE DEVELOPMENT OF FAIR CATEGORIES. APPENDIX B.
By- HANDY, RICKY AND OTHERS
REPORT NUMBER BR-5-0249-5 PUB DATE 12 NOV 65
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *FILMS, *INTERACTION PROCESS ANALYSIS, *MICROTEACHING, *STUDENT TEACHERS, AMIDON FLANDERS INTERACTION SCALE, AUSTIN, GROUP DYNAMICS, SOUND FILMS, TEACHER EVALUATION,

A TRANSCRIPTION WAS MADE OF A GROUP DISCUSSION CONDUCTED TO DEVELOP A SCALE FOR MAKING QUANTIFIED RATINGS OF THE INTERACTIONS OF STUDENT TEACHERS AND PUPILS AS OBSERVED FROM A FILM OF A 15-MINUTE LESSON PRESENTED BY THE STUDENT TEACHER. THE INTERACTIONS WERE TO BE JUDGED ON THE BASIS OF THE AMIDON-FLANDERS INTERACTION ANALYSIS SCALE, AND A NEW SCALE, CALLED THE FILM ANALYSIS OF INTERACTION RECORD (FAIR), WAS TO BE DEVELOPED TO ENABLE OBSERVERS TO MAKE AND RECORD QUICK, QUANTITATIVE JUDGMENTS OF THE BEHAVIORS OBSERVED FROM THE FILM. DISCUSSIONS WERE MADE ON THE NUANCES INVOLVED IN ASSIGNING RATINGS IN SUCH CATEGORIES AS "ACCEPTS FEELING," "PRAISES AND ENCOURAGES," AND "LECTURES." (AL)

ED 011 595 24
ABSTRACT OF MECHANICAL AIDS TO QUANTIFICATION OF INTERPERSONAL BEHAVIOR (STUDENT TEACHERS AND PUPILS). APPENDIX C.
By- FULLER, FRANCES F.
TEXAS UNIV., AUSTIN
REPORT NUMBER BR-5-0249-6
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *FEEDBACK, *FILMS, *INSTRUCTIONAL TECHNOLOGY, *TEACHER EDUCATION, AUSTIN, INSTRUCTIONAL IMPROVEMENT, INTERACTION PROCESS ANALYSIS, MEASUREMENT TECHNIQUES, SOUND FILMS,

THE EQUIPMENT AND METHODS USED TO OBTAIN AND PROJECT 8 MM SOUND FILMS OF SPONTANEOUS, NONSIMULATED SAMPLES OF INTERACTIONS BETWEEN STUDENT TEACHERS AND PUPILS WERE DESCRIBED. THE SPECIAL EQUIPMENT TO BE USED BY OBSERVERS WHILE JUDGING AND RATING THE INTERACTIONS RECORDED IN THE FILMS IS ALSO DESCRIBED. FILMS WERE MADE OF 15-MINUTE LESSONS PRESENTED IN ACTUAL CLASSROOM SITUATIONS BY UNIVERSITY STUDENTS BETWEEN THE AGES OF 20 AND 25 TO CLASSES OF YOUNG CHILDREN FROM 6 TO 13 YEARS OLD. THE FILMS WERE OBTAINED TO DETERMINE WHETHER OR NOT FORMAL INSTRUCTION IN TEACHER TRAINING INSTITUTIONS IS ADEQUATELY RELATED TO THE PROBLEMS

LATER FACED IN THE ACTUAL TEACHING SITUATION. THE PRIMARY PURPOSE OF THE FILMING TECHNIQUE IS TO PROVIDE BETTER FEEDBACK TO STUDENT TEACHERS. THE AUTHOR SUGGESTS THAT FILMS OF THIS KIND COULD BE OF VALUE IN COMPUTER-ASSISTED INSTRUCTION AND FOR USE IN PLACE OF A REAL CLASS OR SUBJECT TO PROVIDE A MEANS FOR STUDENT PRACTICE. (AL)

ED 011 596 24
THE EVOLUTION OF THE FILM ANALYSIS OF INTERACTION RECORD (FAIR) FROM THE AMIDON-FLANDERS INTERACTION ANALYSIS. APPENDIX G.
BY- BALDWIN, PATRICIA
TEXAS UNIV., AUSTIN
REPORT NUMBER BR-5-0249-7
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *EVALUATION TECHNIQUES, *FILMS, *INTERACTION PROCESS ANALYSIS, *TEACHER EDUCATION, AMIDON FLANDERS INTERACTION SCALE, AUSTIN, FEEDBACK, FILM ANALYSIS INTERACTION RECORD, GROUP DYNAMICS, INSTRUCTIONAL TECHNOLOGY, SOUND FILMS, TEACHER EVALUATION,

A DETAILED LISTING IS GIVEN OF THE REVISIONS THAT WERE MADE TO THE AMIDON-FLANDERS INTERACTION ANALYSIS SCALE WHILE THE FILM ANALYSIS OF INTERACTION RECORD (FAIR) SCALE WAS BEING DEVELOPED. COMMENTS ARE GIVEN FOR GUIDANCE IN THE USE OF SOME OF THE RATINGS ALONG WITH SOME GROUND RULES AND GUIDELINES FOR MAKING A FILM RATING. (AL)

ED 011 597 24
THE DEVELOPMENT OF THE MECHANICS OF FILM RATING.
BY- HANDY, RICKI AND OTHERS
REPORT NUMBER BR-5-0249-8
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *EVALUATION TECHNIQUES, *FILMS, *INSTRUCTIONAL TECHNOLOGY, *INTERACTION PROCESS ANALYSIS, *SCORING, AUDIO EQUIPMENT, AUSTIN, BEHAVIOR RATING SCALES, FEEDBACK, GROUP DYNAMICS, SOUND FILMS, TEACHER EVALUATION,

A TRANSCRIPTION WAS MADE OF A GROUP DISCUSSION DEALING WITH THE DEVELOPMENT OF RATING SCALES AND THE TECHNIQUES OF FILM RATING AND OF USE OF THE EQUIPMENT. THE AMIDON-FLANDERS INTERACTION ANALYSIS SCALE WAS USED AS THE BASIS FOR THE DEVELOPMENT OF THE FILM ANALYSIS OF INTERACTION RECORD (FAIR). DISCUSSIONS DEALT WITH SUCH PROBLEMS OF FILM RATING AS RATING JUDGMENTS, RELIABILITY, REACTION TIMES, CATEGORY CHANGES AND REFINEMENTS, SOUND EQUIPMENT, TRAINING FILMS, AND SCORING MACHINES. (AL)

ED 011 598 24
THE RESEARCH AND DEVELOPMENT CENTER IN TEACHER EDUCATION--A PARTNERSHIP OF SCHOOL SYSTEMS, STATE EDUCATION AGENCIES, AND COLLEGES.
BY- PECK, ROBERT L.
REPORT NUMBER BR-5-0249-9
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *SELF CONTAINED CLASSROOMS, *TEACHER EDUCATION, *TEAM TEACHING, AUSTIN, CURRICULUM DEVELOPMENT, INFORMATION DISSEMINATION, RESEARCH COORDINATING UNITS, RESEARCH METHODOLOGY, RESEARCH PROJECTS,

THE WORK OF THE TEACHER EDUCATION RESEARCH AND DEVELOPMENT CENTER, A LONG-TERM PROGRAM OF RESEARCH, DEMONSTRATION, AND DISSEMINATION, WAS DESCRIBED. THE ADMINISTRATIVE ORGANIZATION WAS ALSO DISCUSSED ALONG WITH THE SETS OF FACTORS IN TEACHING BEHAVIOR AND CHILD LEARNING WHICH THE CENTER IS UNDERTAKING TO STUDY. THE CENTER IS ALSO CONDUCTING STUDIES DEALING WITH THE TWO EDUCATIONAL STRATEGIES OF THE SELF-CONTAINED CLASSROOM AND THE TEAM-TEACHING FORMAT. EDUCATIONAL PROGRAMS FOR THE IMPROVEMENT OF SPANISH-SPEAKING CHILDREN, RESEARCH ON STUDENT TEACHER TEACHING TECHNIQUES, ADMINISTRATIVE PHILOSOPHY AND PRACTICES, AND CULTURAL PATTERNS ARE ONLY A PORTION OF THE OPERATIONS BEING CONDUCTED BY THE SUBDIVISIONS OF THE CENTER. (GD)

ED 011 599 24
THE NEWLY-ESTABLISHED RESEARCH AND DEVELOPMENT CENTER IN TEACHER EDUCATION.
BY- BOWN, OLIVER H.
REPORT NUMBER BR-5-0249-10 PUB DATE 30 OCT 65
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *RESEARCH AND DEVELOPMENT CENTERS, *TEACHER EDUCATION, AUSTIN, RESEARCH COORDINATING UNITS, RESEARCH PROJECTS,

A REPORT WAS MADE OF THE FIRST 2 MONTHS OF OPERATION OF THE RESEARCH AND DEVELOPMENT CENTER IN TEACHER EDUCATION. THE PROGRAM OF THIS CENTER WAS PLANNED TO USE A PARTNERSHIP OF EDUCATIONAL TALENT AND EXPERIENCE TO PROVIDE A FOLLOW-THROUGH WHICH CAN MAKE CREATIVE IDEAS IN EDUCATION BECOME REALITIES IN THE PUBLIC SCHOOLS RATHER THAN JUST MATERIAL FOR LIBRARY SHELVES. RESEARCHERS, PRACTITIONERS, SUBJECT-MATTER EXPERTS, EDUCATIONAL MEDIA SPECIALISTS, SOCIAL PSYCHOLOGISTS, EXPERTS IN LEARNING AND COGNITIVE PROCESSES, ANTHROPOLOGISTS, ADMINISTRATORS, AND TEACHERS WERE BEING ORGANIZED AS A TEAM TO EVALUATE OLD AND NEW APPROACHES TO EDUCATION. THE CHILD STUDIES, SOCIOCULTURAL STUDIES, AND RESEARCH METHODOLOGY DIVISIONS OF THE CENTER WILL BE CONCERNED WITH THE BEHAVIORAL SCIENCE FOUNDATIONS OF EDUCATION FROM THE STANDPOINT OF CHILD AND HUMAN DEVELOPMENT, LEARNING AND MOTIVATION, AND SOCIOCULTURAL INFLUENCES ALONG WITH PROVIDING RESEARCH CONSULTATION AND EVALUATION. THE EXPERIMENTAL TEACHING AND ASSESSMENT AND COUNSELING DIVISIONS WILL BE CARRYING OUT A VARIETY OF PROGRAMS RANGING FROM INNOVATIVE PROGRAMS OF TEACHER EDUCATION TO THE DEVELOPMENT OF A NEW CURRICULUM IN SCIENCE. THE DISSEMINATION, EDUCATIONAL MEDIA AND MATERIALS, EDUCATIONAL RADIO AND TELEVISION, AND IN-SERVICE EDUCATION DIVISIONS WILL BE CONCERNED WITH VARIOUS ASPECTS OF DISSEMINATING THE IDEAS, PROGRAMS, AND MATERIALS WHICH ARE DEVELOPED BY THE CENTER. THIS IS AN ABSTRACT OF AN ADDRESS PRESENTED TO THE CONFERENCE FOR THE ADVANCEMENT OF SCIENCE

AND MATHEMATICS TEACHING, AUSTIN, OCTOBER 30, 1965. (GD)

ED 011 600 24
A MODEL FOR THE ANALYSIS OF SPELLING BEHAVIOR.
By- PERSONKE, CARL YEE, ALBERT H.
REPORT NUMBER BR-5-0249-11
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COGNITIVE PROCESSES, *INFORMATION PROCESSING, *MODELS, *SPELLING, *SYSTEMS APPROACH, AUSTIN, INFORMATION THEORY, MENTAL DEVELOPMENT,

A MODEL FOR THE ANALYSIS OF SPELLING BEHAVIOR WAS PRESENTED AND DESCRIBED AS REPRESENTING TOTAL SPELLING BEHAVIOR AS A FORM OF INFORMATION PROCESSING SYSTEM. THE MODEL REPRESENTS THE PROCESSING OF A NEED TO CORRECTLY SPELL A WORD THROUGH THE SEQUENCES OF VARIOUS PROCESSING CHANNELS TO THE WRITING OF THE WORD AND FEEDBACK FOR CORRECTION WHEN NEEDED, WITH THE SPELLER AS THE ONE WHO SELECTS THE CHANNEL TO BE USED. SOME TENTATIVE IMPLICATIONS ARISING FROM THE ANALYSIS OF THIS THEORETICAL MODEL WERE LISTED. ONE WAS THAT ALL SPELLING IS PROCESSED FROM A NUMBER OF COMPLEMENTARY CHANNELS. ANOTHER WAS THAT NO ONE CHANNEL IS CORRECT FOR SPELLING A PARTICULAR WORD EACH TIME IT IS MET. WHERE RESEARCH AND INSTRUCTION HAD BEEN CONCENTRATED PREVIOUSLY ON THE RELEVANCY AND USE OF ONE PART OF ONE CHANNEL OF PROCESSING BEHAVIOR, THIS MODEL INDICATED THAT INSTRUCTION IN SPELLING SHOULD INCLUDE TRAINING FOR THE MASTERY OF ALL CHANNELS OF PROCESSING AND DEVELOPMENT OF SKILL AT CHOOSING THE MOST SUITABLE CHANNEL FOR THE PARTICULAR SITUATION. THIS PAPER WAS PUBLISHED IN "ELEMENTARY ENGLISH." (GD)

ED 011 601 24
THE GENERALIZATION CONTROVERSY ON SPELLING INSTRUCTION.
By- YEE, ALBERT H.
REPORT NUMBER BR-5-0249-12 PUB DATE 65
CONTRACT OEC-6-10-108
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL STRATEGIES, *LITERATURE REVIEW, *PHONICS, *ROTE LEARNING, *SPELLING, AUSTIN, CONVENTIONAL INSTRUCTION, EDUCATIONAL RESEARCH, INSTRUCTIONAL DESIGN, TEACHING METHODS,

CONFLICTING POINTS OF VIEW TOWARD SPELLING INSTRUCTION WERE DISCUSSED, AND A CRITIQUE OF THE PROBLEM WAS OFFERED. THE RESEARCH ON BOTH SIDES OF THE PROBLEM OF OBTAINING COMPETENCY BY SPELLING GENERALIZATIONS (RULES) WAS PROVIDED. THE AUTHOR CAUTIONED AGAINST THE DANGER OF ASSUMING AN ALL-OR-NONE OR AN EITHER-OR STANCE BY POINTING OUT THE PITFALLS OF PREVIOUS RESEARCH BASED ON THESE DICHOTOMOUS STANCES TOWARD SPELLING INSTRUCTION. A MORE BALANCED APPROACH TO SPELLING PROGRAMS WAS URGED. RESEARCH EFFORTS SHOULD BE BETTER DESIGNED, CONDUCTED, AND BASED ON THE COMPLEXITY, NOT THE SIMPLICITY, OF THE SPELLING PROBLEM. THE AUTHOR PROPOSES THAT RESEARCH EFFORTS BE REALIGNED TO INVESTIGATE QUESTIONS OF PREDOMINANCE AND DEGREE INSTEAD OF CONTINUING THE EARLIER ATTEMPTS AT EITHER-OR SOLUTIONS TO VARIOUS APPROACHES TOWARD SPELLING INSTRUCTION. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY ENGLISH." (GD)

ED 011 602 24
TEAM TEACHING IN AUSTIN, NON-GRADED SCHOOL.
By- HADDAD, DELLA WATKINS, JOY
REPORT NUMBER BR-5-0249-13 PUB DATE APR 66
CONTRACT OEC-6-10-108
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *ELEMENTARY SCHOOLS, *NONGRADED CLASSES, *SCHOOL ORGANIZATION, *TEAM TEACHING, AUSTIN, GRADE 2, GRADE 5, PILOT PROJECTS, SKILL DEVELOPMENT, TEACHER EDUCATION,

A REPORT WAS MADE OF THE START OF A 5-YEAR PROJECT TO INTRODUCE AND IMPLEMENT A MODEL, NONGRADED, ELEMENTARY-SCHOOL PROJECT BASED ON THE TEAM-TEACHING METHOD. DURING THE FIRST YEAR OF OPERATION (THE PERIOD COVERED BY THIS REPORT), TWO TEAMS, OF FIVE TEACHERS EACH, WORKED AT THE FIRST-GRADE AND FIFTH-GRADE LEVELS ON A PILOT BASIS. IN ADDITION TO PROVIDING ASSISTANCE IN ORGANIZING TEAM TEACHING, THE PROJECT WAS DESIGNED TO DEVELOP A PROGRAM OF TEACHER EDUCATION FOR PROSPECTIVE TEACHERS AND TO ACQUAINT THEM WITH THE SKILLS NECESSARY FOR OPERATING WITHIN A NONGRADED, TEAM-TEACHING SCHOOL. THIS ARTICLE IS PUBLISHED IN "SOCIAL STUDIES TEXAN," APRIL 1966. (GD)

ED 011 603 24
INTENSIVE INDIVIDUALIZATION OF TEACHER PREPARATION.
By- FULLER, FRANCES F. AND OTHERS
REPORT NUMBER BR-5-0249-14 PUB DATE 67
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *COUNSELING, *PERSONALITY PROBLEMS, *PSYCHOLOGICAL EVALUATION, *STUDENT TEACHERS, *TEACHER EDUCATION, AUSTIN, GROUP COUNSELING, INDIVIDUAL INSTRUCTION, MENTAL HEALTH, PSYCHOLOGICAL CHARACTERISTICS, STUDENT TEACHING,

THIS ANECDOTAL REPORT PRESENTS SOME EXPERIENCES OF THE STUDENT TEACHERS WHO TOOK PART IN A PROJECT DEVISED TO FIND WAYS TO PREPARE STUDENT TEACHERS TO BE READY TO LEARN TO TEACH AT THE BEGINNING OF THEIR STUDENT TEACHER PERIOD INSTEAD OF AT THE END. "THE PERSONALITY, TEACHER EDUCATION, AND TEACHER BEHAVIOR RESEARCH PROJECT" COMBINED A RESEARCH STUDY AND A DEMONSTRATION PROJECT INTO ONE PROGRAM THAT WAS CONDUCTED AS PART OF THE REGULAR, ONGOING OPERATIONS OF THE UNIVERSITY OF TEXAS. THE PROJECT SOUGHT TO DEVISE WAYS OF USING GROUP THERAPY TECHNIQUES TO MEET THE CONCERNS OF PROSPECTIVE TEACHERS AND TO HELP THEM COPE WITH THEIR PERSONAL DEVELOPMENT TASKS. THREE KINDS OF PROCEDURES WERE USED--COUNSELING, INSTRUCTIONAL, CONSULTATIVE. INDIVIDUAL COUNSELING ON A VOLUNTARY BASIS OFFERED PSYCHOLOGICAL ASSISTANCE TO THE PROSPECTIVE TEACHERS. GROUP COUNSELING WAS TRIED AND THEN REPLACED WITH A COUNSELING-ORIENTED EDUCATIONAL PSYCHOLOGY COURSE ACCOMPANIED BY JUNIOR-YEAR OBSERVATION AND TEACHING. TEST INTERPRETATION WAS MADE AVAILABLE TO ALL PROSPECTIVE TEACHERS. ASSESSMENT INSTRUMENTS WERE DEVISED TO ASSESS THE PERSONALITY AND MENTAL HEALTH OF THE STUDENTS AT VARIOUS POINTS. ALL PARTICIPANTS IN THE STUDY, STUDENTS, COUNSELORS, PSYCHOLOGISTS, INSTRUCTORS, AND COOPERATING TEACHERS WERE TESTED, FILMED AND EVALUATED. AT THE TIME OF REPORTING, DIFFERENT KINDS OF FEEDBACK FROM TEST

INTERPRETATIONS, FILMS, AND COUNSELING WERE BEING STUDIED. FUTURE RESEARCH IS PLANNED TO SEE IF TEACHERS CAN APPLY THE DEVELOPED THERAPY TECHNIQUES IN THE CLASSROOM TO HELP THE GROWTH OF NONDISTURBED CHILDREN. THIS IS A REPORT TO BE PUBLISHED AS A CHAPTER IN THE 1967 YEARBOOK OF THE ASSOCIATION FOR STUDENT TEACHING. (AL)

ED 011 604 24

CONCERNS OF STUDENT TEACHERS, A REVIEW OF THE LITERATURE.
BY- GARRARD, JUDY
TEXAS UNIV., AUSTIN, RES. AND DEV. CTR. FOR ED.
REPORT NUMBER BR-5-0249-15 PUB DATE 13 APR 66
REPORT NUMBER M-3
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.72 16P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *LITERATURE REVIEW, *RESEARCH PROJECTS, *STUDENT TEACHERS, *TEACHER EDUCATION, AUSTIN, BIBLIOGRAPHIES,

A REVIEW OF THE LITERATURE ON THE CONCERNS OF STUDENT TEACHERS WAS MADE AND THE RESULTS SUMMARIZED. PARTS 1 AND 2 REPORTED ON EMPIRICAL AND SPECULATIVE STUDIES RESPECTIVELY. THE STUDENT-TEACHER QUESTIONNAIRES LOCATED IN THE EMPIRICAL STUDIES ARE APPENDED TO THE REPORT. PART 3 CONSISTS OF STUDIES HAVING RELEVANCE TO RESEARCH AND DEVELOPMENT IN TEACHER EDUCATION. A BIBLIOGRAPHY CONTAINING A LIST OF JOURNALS AND SPECIFIC ARTICLES CHECKED IS ATTACHED TO THE REPORT. (GD)

ED 011 605 24

ORGANIZING FOR INFORMATION PROCESSING IN THE AUSTIN PUBLIC SCHOOLS. INITIAL REPORT.
BY- LAMKIN, BILL
REPORT NUMBER BR-5-0249-17 PUB DATE JAN 66
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *COMPUTERS, *DATA PROCESSING, *INFORMATION SYSTEMS, *PUBLIC SCHOOL SYSTEMS, *RECORDS (FORMS), AUSTIN, SCHEDULE MODULES,

THE APPLICATION OF COMPUTER TECHNIQUES TO PROCESSING AND ANALYZING INFORMATION GATHERED IN SCHOOL-SYSTEM FILES WAS INVESTIGATED. THE STUDY WAS PLANNED TO (1) IDENTIFY JOBS PRESENTLY PERFORMED BY HAND IN THE AUSTIN PUBLIC SCHOOLS WHICH COULD BE EFFICIENTLY AND ECONOMICALLY PERFORMED BY MACHINES, (2) DESCRIBE MACHINE-APPLICATION JOBS WHICH ARE NOT PRESENTLY PERFORMED BECAUSE OF LIMITED CLERICAL AND PROFESSIONAL HELP, AND (3) EFFECT A SYSTEMATIC AND UNIFIED APPROACH TO THE ORGANIZATION OF INFORMATION FOR PROCESSING AND ANALYSIS. THE INVESTIGATORS CONCLUDED THAT, OF THE INFORMATION GATHERED IN THE PUBLIC SCHOOLS, THE FOLLOWING COULD BE PROCESSED BY A COMPUTER-BASED SYSTEM--PUPIL-PERSONNEL RECORDS (SINGLE SCHOOL), SCHOOL REPORTS AND RECORDS, SYSTEM-WIDE PUPIL REPORTS, EMPLOYEE-PERSONNEL RECORDS, BUSINESS OFFICE PROCEDURES, AND PUPIL-PERSONNEL RECORDS (SCHOOL-WIDE). SOME OF POSSIBLE EXTENSIONS OF SERVICES WERE LISTED. CONTINUED PLANNING WAS SUGGESTED FOR THE IMPLEMENTATION OF A COMPUTER-BASED INFORMATION SYSTEM IN AN ELEMENTARY SCHOOL, A JUNIOR HIGH SCHOOL, AND A SENIOR HIGH SCHOOL. DETERMINATIONS WHICH SHOULD BE MADE INCLUDE (1) WHAT INFORMATION IS NEEDED, (2) HOW THE INFORMATION WILL BE GATHERED, (3) WHAT THE ORGANIZATION OF THE MATERIALS ON THE INPUT-DOCUMENT SHOULD BE, AND (4) WHAT USE WOULD BE MADE OF THE INFORMATION. A SCHEDULE FOR STAFFING AND SUPPORTING THE CONTINUING WORK WAS INCLUDED. (TC)

ED 011 606 24

THE PSYCHOLOGICAL AND COGNITIVE ASPECTS OF TEACHING ENGLISH AS A SECOND LANGUAGE--SAN ANTONIO, TEXAS, RESEARCH PROJECT.
BY- STEMMLER, ANNE O.
REPORT NUMBER BR-5-0249-18 PUB DATE 66
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *CULTURAL DISADVANTAGEMENT, *ENGLISH, *LANGUAGE HANDICAPS, *LANGUAGE INSTRUCTION, *SPANISH SPEAKING, CHILDREN, SAN ANTONIO, SCIENTIFIC CONCEPTS, SELF CONCEPT,

DESCRIPTIONS WERE GIVEN OF TWO OPERATIONAL FRAMEWORKS FOR THE INSTRUCTION OF EDUCATIONALLY DISADVANTAGED, SPANISH-SPEAKING CHILDREN BETWEEN THE AGES OF 6 AND 9 IN THE FIRST AND SECOND GRADES OF AN ENGLISH-SPEAKING, MIDDLE-CLASS, SCHOOL ENVIRONMENT. THESE FRAMEWORKS, DESIGNATED AS "THE SCIENCE-BASED MODEL" AND "THE SELF-CONCEPT MODEL," WERE DESIGNED TO PROMOTE THE DEVELOPMENT OF ORAL LANGUAGE AND THE ACQUISITION OF BASIC COGNITIVE PATTERNS. THE PROGRAMS WERE DEVELOPED TO ASSIST THESE CHILDREN OVERCOME THE LANGUAGE BARRIER AND THE BARRIER OF DISADVANTAGEDNESS THAT BLOCK MANY OF THEM FROM ACHIEVING SUCCESS IN SCHOOL. FOR THE SCIENCE-BASED MODEL SELECTED SCIENTIFIC CONCEPTS WERE ANALYZED AND ARRANGED ACCORDING TO CONCEPT DEVELOPMENT. PATTERNS OF THINKING AND REASONING WERE USED TO STRUCTURE SCIENTIFIC LEARNING INTO A PROGRAM OF SEQUENTIALLY ORGANIZED LEARNING EXPERIENCES. THE PRIMARY PURPOSE OF THE SELF-CONCEPT MODEL WAS THE DEVELOPMENT OF A POSITIVE AND STABLE SELF-CONCEPT, OR SENSE OF PERSONAL IDENTITY, WHICH LIES AT THE HEART OF PERSONALITY DEVELOPMENT. A SUPPORTING PROGRAM WAS DEVELOPED FROM EACH OF THESE MODELS. AT THE TIME OF REPORTING, THE PROGRAMS WERE BEING TAUGHT IN THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS. (AL)

ED 011 607 24

BILINGUAL RESEARCH STUDY, LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN.
BY- OTT, ELIZABETH
REPORT NUMBER BR-5-0249-19
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *BILINGUALISM, *DISADVANTAGED YOUTH, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *SPANISH SPEAKING, AURAL LEARNING, AUSTIN, COMMUNICATION SKILLS, LESSON PLANS, ORAL COMMUNICATION, SELF CONCEPT,

THE FOUR LANGUAGE LESSONS INCLUDED IN THIS REPORT USE SIMPLE SCIENCE CONCEPTS AND AN ORAL-AURAL APPROACH TO DEVELOP LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN. THE LESSONS WERE DESIGNED TO DEVELOP FLUENCY IN ENGLISH FOR SELF-IDENTIFICATION AND DAILY COMMUNICATION OF BASIC NEEDS. SHORT, SIMPLE SENTENCES IN THE PRESENT TENSE ARE TAUGHT IN A BRIEF DIALOG. THE DIALOG IS CARRIED ON FIRST BETWEEN THE INDIVIDUAL PUPIL AND THE

TEACHER, AND THEN THE ENTIRE GROUP PARTICIPATES FOR A SECOND SET OF SIMPLE SENTENCES IN DIALOG FORM. (GD)

ED 011 608 24
ADMINISTERING THE POSR TO LOWER CLASS CHILDREN.
By- WHITESIDES, SHEILA
REPORT NUMBER BR-5-0249-20 PUB DATE 29 NOV 65
REPORT NUMBER M-4
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.20 5P.

DESCRIPTORS- *LANGUAGE HANDICAPS, *LOWER CLASS, *MEXICAN AMERICANS, *STUDENT TEACHERS, *STUDENT TESTING, *TESTING PROBLEMS, AUSTIN, ENGLISH, SOCIOECONOMIC STATUS, SPANISH, SPANISH SPEAKING,

A QUESTIONNAIRE WAS USED FOR OBTAINING A RATING OF JUNIOR-TEACHERS FROM THEIR PUPILS IN A GRADE SCHOOL WHERE THE CHILDREN WERE OF LATIN-AMERICAN DESCENT AND FROM A LOW SOCIOECONOMIC STATUS. THE QUESTIONNAIRE THAT HAD BEEN USED BEFORE WITH MIDDLE-CLASS CHILDREN IN TWO OTHER SCHOOLS CONSISTED OF 40 QUESTIONS REQUIRING "YES" OR "NO" ANSWERS. THE INVESTIGATOR FOUND THAT THE FIRST- AND SECOND-GRADE CHILDREN HAD NOT BEEN TESTED BEFORE IN ANY WAY. THEY COULD NOT UNDERSTAND DIRECTIONS. INSTRUCTIONS TO CIRCLE THE CORRECT ANSWERS CONFUSED THEM, AND THEY COULD NOT FOLLOW THE QUESTIONS WHEN SPOKEN IN ENGLISH. FOR THE FIRST TWO GRADES, QUESTIONS HAD TO BE READ FIRST IN ENGLISH AND THEN IN SPANISH. SOME WORDS AND CONCEPTS USED IN THE TEST APPEARED TO BE TOO ADVANCED FOR THE MAJORITY OF THE STUDENTS TESTED IN GRADES 1-6. THE INVESTIGATOR CONCLUDED THAT (1) READING QUESTIONS IN BOTH ENGLISH AND SPANISH MAY HELP AT ALL GRADE LEVELS AND (2) SPANISH-SPEAKING PERSONS CAN ELICIT MORE COOPERATION FROM THE PUPILS, AND, PERHAPS, MORE HONESTY IN THE ANSWERS THAN AN ANGLO. (AL)

ED 011 609 24
SOME CULTURAL ANTHROPOLOGICAL ASPECTS OF ENGLISH AS A SECOND LANGUAGE.
By- RUBEL, ARTHUR J.
REPORT NUMBER BR-5-0249-21 PUB DATE FEB 66
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ANTHROPOLOGY, *BILINGUALISM, *ENGLISH (SECOND LANGUAGE), *MEXICAN AMERICANS, *SPANISH SPEAKING. AUSTIN, DEMOGRAPHY, SYMPOSIA,

THE SOCIAL SYMBOLISM OF ENGLISH AS A SECOND LANGUAGE FOR MEXICAN-AMERICANS WAS DISCUSSED AT A SYMPOSIUM. THE CULTURAL FACTORS RELATED TO THIS SYMBOLISM WERE OBSERVED BY THE AUTHOR IN THE COURSE OF CONDUCTING TWO DIFFERENT ANTHROPOLOGICAL STUDIES OF THE SOCIAL LIFE OF AMERICANS OF MEXICAN DESCENT IN SOUTH TEXAS. THE RESULTS OF THESE STUDIES WERE ALSO RELATED TO A STUDY OF THE MEXICAN-AMERICAN COMMUNITY OF TUCSON. POPULATION GROWTHS OF BOTH MEXICANS AND ANGLOS IN THE TWO AREAS WERE OBSERVED TO BE COMPARABLE. THE ANGLOS WERE PRINCIPALLY OF MIDDLE- AND UPPER-CLASS BACKGROUNDS AND ECONOMICALLY SUCCESSFUL, WHILE MOST OF THE MEXICANS WERE UNSKILLED, UNDEREDUCATED, POVERTY-STRIKEN IMMIGRANTS FROM RURAL MEXICO. THE AUTHOR ASSERTS THAT THE SOCIAL IDEOLOGY GUIDING INTERGROUP RELATIONS IN THE SOUTHWEST AFFIRMS THIS TO BE AN OPEN-CLASS SOCIETY IN WHICH SPANISH-SPEAKING AMERICANS FORM AS MUCH A PART AS THE ANGLOS. IN CONTRAST, MEXICAN-AMERICANS MUST ACQUIRE ANGLO TRAITS OF BEHAVIOR TO BETTER THEIR WELFARE AND SOCIAL STATUS. IN THIS SITUATION, THE MEXICAN AMERICANS ACCEPT THE NEED TO ACQUIRE ENGLISH-LANGUAGE SKILLS, BUT SEE NO ADVANTAGE IN ADOPTING OTHER ANGLO CULTURAL TRAITS. THEY REGARD THOSE WHO GIVE UP SPANISH AS TURNING THEIR BACKS ON THEIR PEOPLE. THEY SEE THE PROHIBITION OF THE USE OF SPANISH ON THE SCHOOL GROUNDS AS DEGRADING THEIR ENTIRE TRADITIONAL WAY OF LIFE. THE RETENTION OF SPANISH IDENTIFIES A SEPARATE CULTURAL GROUP, WHILE THE USE OF ENGLISH LESSENS THE IDENTIFICATION OF THESE PEOPLE WITH MEXICO AND THEIR MEXICAN CULTURAL HERITAGE. (AL)

ED 011 610 24
A CRITICAL EXAMINATION OF THE DEVELOPMENT OF SCIENCE CONCENTRATIONS IN THE TEACHER PREPARATION PROGRAM FOR THE PROSPECTIVE ELEMENTARY SCHOOL TEACHER AT THE UNIVERSITY OF TEXAS.
By- EATON, EDWARD J.
REPORT NUMBER BR-5-0249-22 PUB DATE 66
CONTRACT OEC-6-10-108
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *COLLEGE STUDENTS, *COUNSELING EFFECTIVENESS, *ELEMENTARY EDUCATION, *SCIENCE CAREERS, *STUDENT INTERESTS, AUSTIN, BIOLOGY, DATA COLLECTION, GEOLOGY, PROGRAM IMPROVEMENT, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, TEACHER EDUCATION,

A COMPARISON WAS MADE BETWEEN THE UNDERGRADUATES IN ELEMENTARY EDUCATION WHO HAD SELECTED EITHER BIOLOGY OR GEOLOGY AS A FIELD OF SUBJECT MATTER CONCENTRATION AND THOSE WHO HAD DECLARED SOME OTHER CONCENTRATION. THE STUDY WAS BASED ON THE PREMISE THAT PROFESSIONAL LEADERSHIP IN FUTURE SCIENCE INSTRUCTION IN ELEMENTARY SCHOOLS MUST COME FROM UNDERGRADUATES ENROLLED IN BIOLOGY AND GEOLOGY, AND WAS CONDUCTED TO FIND WAYS TO IMPROVE COUNSELING AND TO INCREASE THE NUMBER OF STUDENTS CONCENTRATING IN THOSE AREAS. SEPARATE PHASES OF THE STUDY WERE PLANNED TO (1) DETERMINE THE TRENDS IN PERCENT OF STUDENTS ENROLLED IN BIOLOGY AND GEOLOGY, (2) DETERMINE WHETHER OR NOT STUDENTS SELECTING SCIENCE DIFFERED SCHOLASTICALLY FROM OTHER STUDENTS, AND (3) IDENTIFY FACTORS THAT DETERMINED THE STUDENT'S SELECTION OF AN AREA OF CONCENTRATION. RESULTS OF THE INVESTIGATION SHOWED THAT (1) IT WAS IMPOSSIBLE TO PREDICT ACCURATELY WHAT CONCENTRATION A STUDENT WOULD SELECT FROM HIS SCHOOL AND COLLEGE APTITUDE TEST, (2) MANY STUDENTS IN THE FIELD OF ELEMENTARY EDUCATION, WHO HAD PREFERRED BIOLOGY AT HIGH SCHOOL GRADUATION, SWITCHED CHOICES WHILE IN COLLEGE, (3) SOME STUDENTS WHEN SWITCHING INTO ELEMENTARY EDUCATION SELECTED A BIOLOGY CONCENTRATION ONLY BECAUSE OF CREDITS ACCUMULATED PREVIOUSLY. THE AUTHOR CONCLUDED THAT THE BEST SOURCE OF CANDIDATES TO SELECT A CONCENTRATION WAS THAT GROUP OF STUDENTS WHO HAD A PREFERENCE FOR THE CONCENTRATION AREA AT THE TIME OF ENTRANCE. (AL)

ED 011 611 24
DEVELOPMENTAL SOCIOLINGUISTICS--INNER CITY CHILDREN.
By- ENTWISLE, DORIS R.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER BR-6-1610-1 PUB DATE MAY 67
GRANT OEG-2-7-061610-0207

EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *ENVIRONMENTAL INFLUENCES, *LANGUAGE DEVELOPMENT, *SOCIOLINGUISTICS, *URBAN SLUMS, *VERBAL DEVELOPMENT, ASSOCIATIVE LEARNING, BALTIMORE, CULTURALLY DISADVANTAGED, INTELLIGENCE LEVEL, INTERVIEWS, LANGUAGE ABILITY, SOCIOECONOMIC STATUS,

THE WORD ASSOCIATIONS OF URBAN SLUM CHILDREN, BOTH NEGRO AND WHITE, WERE STUDIED TO DETERMINE WHAT IMPACT EXTREME SOCIOECONOMIC STATUS DIFFERENCES HAVE ON LANGUAGE DEVELOPMENT. THIS STUDY OF CHILDREN FROM THE LOWEST EXTREME OF THE SOCIOECONOMIC SCALE WAS MADE AS A FOLLOWUP TO AN EARLIER STUDY OF CHILDREN REPRESENTING VARIOUS CULTURAL AND SOCIOECONOMIC CLUSTERS. DATA WERE GATHERED FROM 541 CHILDREN ENROLLED IN PUBLIC ELEMENTARY SCHOOLS IN BALTIMORE CITY, MARYLAND BECAUSE IT HAD BEEN OBSERVED PREVIOUSLY THAT RACE-OF-INTERVIEWER AFFECTED THE CHILDREN'S RESPONSES, THE ENTIRE DESIGN WAS REPLICATED FOUR TIMES (NEGRO INTERVIEWER WITH WHITE CHILDREN, NEGRO INTERVIEWER WITH NEGRO CHILDREN, WHITE INTERVIEWER WITH WHITE CHILDREN, AND WHITE INTERVIEWER WITH NEGRO CHILDREN). NO CHILD WAS INTERVIEWED MORE THAN ONCE. THE PRINCIPLE MEASURE OF LINGUISTIC DEVELOPMENT WAS THE NUMBER OF WORD RESPONSES THAT MATCHED PREVIOUSLY DETERMINED PARADIGMS, SUCH AS, THE RESPONSE TO "GO" IS "RUN." FIRST-GRADE WHITE SLUM CHILDREN WERE FOUND TO BE MORE ADVANCED LINGUISTICALLY THAN SUBURBAN CHILDREN OF SIMILAR IQ. FURTHER, EVEN THOUGH NEGRO FIRST-GRADE SLUM CHILDREN ARE NOT AS ADVANCED AS WHITE SLUM CHILDREN, THEY ARE PROBABLY AS MATURE LINGUISTICALLY AS WHITE SUBURBAN CHILDREN OF THE SAME INTELLIGENCE LEVEL. THE RELATIVE ADVANCEMENT OF FIRST-GRADE SLUM CHILDREN DISAPPEARS BY THIRD GRADE, AND THEY LAG BEHIND SUBURBAN CHILDREN AT AGES 8 AND OVER. THIS SUGGESTS THAT THE DEGREE OF URBANIZATION MAY STRONGLY AFFECT VERBAL DEVELOPMENT. IN ANALYSIS OF THE RACE-OF-INTERVIEWER FACTOR, IT WAS FOUND THAT MORE MATURE RESPONSES ARE MADE BY CHILDREN WHEN THEY ARE RESPONDING TO AN INTERVIEWER OF A DIFFERENT RACE THAN THEIR OWN. (AL)

ED 011 612 24

SUBCULTURAL DIFFERENCES IN CHILDREN'S LANGUAGE DEVELOPMENT.

By- ENTWISLE, DORIS R.
JOHNS HOPKINS UNIV., BALTIMORE, MD.

REPORT NUMBER BR-6-1610-2 PUB DATE MAY 67
GRANT OEG-2-7-061610-0207
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ENVIRONMENTAL INFLUENCES, *LANGUAGE DEVELOPMENT, *RURAL URBAN DIFFERENCES, *SOCIOLINGUISTICS, *VERBAL DEVELOPMENT, BALTIMORE, CULTURALLY DISADVANTAGED, INTERVIEWS, LANGUAGE ABILITY, LINGUISTICS, RACIAL DIFFERENCES, SOCIOECONOMIC STATUS,

PATTERNS OF THE LINGUISTIC DEVELOPMENT OF CHILDREN OF DIFFERENT SOCIOECONOMIC ENVIRONMENTS WERE DETERMINED BY A STUDY OF WORD ASSOCIATIONS. THE RELATION OF RESIDENTIAL AREA, SOCIAL CLASS, OR SUBCULTURAL GROUP MEMBERSHIP TO LINGUISTIC DEVELOPMENT WAS THE MAIN CONCERN OF THE STUDY. EACH MEMBERSHIP GROUP WAS FURTHER CATEGORIZED ACCORDING TO IQ LEVEL, SEX, AND GRADE. GROUPS WERE COMPARED BY HOLDING CONSTANT AGE AND IQ. THE WORD ASSOCIATIONS WERE OBTAINED IN RESPONSE TO A LIST OF 96 STIMULUS WORDS. EACH CHILD WAS INTERVIEWED ALONE, AND WAS ASKED TO RESPOND WITH THE FIRST WORD THOUGHT OF AS THE INTERVIEWER SAID A WORD ALOUD. RESULTS OF THE STUDY SUPPORT THE FOLLOWING CONCLUSIONS--(1) THERE ARE NEGLIGIBLE DIFFERENCES BETWEEN SURBURBAN CHILDREN FROM UPPER MIDDLE CLASS AND BLUE COLLAR NEIGHBORHOODS, (2) RURAL MARYLAND CHILDREN TEND TO DEVELOP MORE SLOWLY THAN THE SUBURBAN CHILDREN, ESPECIALLY THOSE WHOSE IQ IS AVERAGE OR BELOW, (3) AMISH CHILDREN DEVELOP EVEN MORE SLOWLY THAN THE RURAL MARYLAND CHILDREN, AND (4) WHITE SLUM CHILDREN ARE ADVANCED COMPARED TO SUBURBAN CHILDREN AT FIRST GRADE, BUT RETARDED AT THIRD GRADE. NEGRO SLUM CHILDREN ARE GENERALLY BEHIND WHITE SLUM CHILDREN, BUT AT FIRST GRADE THE NEGRO SLUM CHILDREN ARE ON A PAR WITH WHITE SUBURBAN CHILDREN. (AL)

ED 011 613 24

AN EXPLORATORY STUDY OF NON-ENGLISH SPEAKING HOMES AND ACADEMIC PERFORMANCE.

By- FENNESSEY, JAMES
JOHNS HOPKINS UNIV., BALTIMORE, MD.

REPORT NUMBER BR-6-1610-3 PUB DATE MAY 67
GRANT OEG-2-7-061610-0207
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *ETHNIC GROUPS, *LANGUAGE DEVELOPMENT, *PUERTO RICANS, *SPANISH SPEAKING, BALTIMORE, CULTURAL BACKGROUND, DISADVANTAGED GROUPS, EDUCATIONALLY DISADVANTAGED, EQUALITY OF EDUCATIONAL OPPORTUNITY, LANGUAGE HANDICAPS, NON ENGLISH SPEAKING,

THE LANGUAGE-RELATED DIFFICULTIES OF PUERTO RICAN CHILDREN IN NEW YORK PUBLIC SCHOOLS WERE STUDIED BY A REANALYSIS OF DATA PREVIOUSLY COLLECTED IN A U.S. OFFICE OF EDUCATION (USOE) SURVEY. THIS SPANISH-SPEAKING ETHNIC GROUP WAS STUDIED TO ANSWER TWO QUESTIONS--(1) WHAT IS THE RELATIONSHIP BETWEEN LANGUAGE SPOKEN IN THE HOME AND OTHER ASPECTS OF ETHNIC BACKGROUND, AND (2) WHAT DIFFERENCES ARE PRESENT AT SEVERAL DIFFERENT GRADE LEVELS IN VOCABULARY TEST SCORES OF PUERTO RICAN CHILDREN FROM CONTRASTING, HOME-LANGUAGE BACKGROUNDS. ANALYSIS OF THE DATA WAS MADE DIFFICULT BY THE APPARENT PRESENCE OF A SUBSTANTIAL AMOUNT OF RESPONSE ERRORS ON SOME IMPORTANT INTERVIEW QUESTIONS. TENTATIVE CONCLUSIONS SUGGESTED BY THE ANALYSIS WERE (1) THE LANGUAGE PATTERN IS NOT VERY CLOSELY LINKED WITH OTHER ATTRIBUTES OF PUERTO RICAN ETHNIC BACKGROUND, (2) WHEN SOME BACKGROUND VARIABLES THAT ARE CONFOUNDED WITH THE LANGUAGE PATTERN ARE TAKEN INTO ACCOUNT, THERE IS LITTLE DIFFERENCE BETWEEN THE AVERAGE TEST SCORES OF THE CHILDREN FROM SPANISH-ENGLISH HOMES AND THE ENGLISH-ONLY HOMES, EXCEPT AT GRADE 1. THE AUTHOR RECOMMENDS FURTHER RESEARCH TO REEXAMINE THE CONCLUSIONS OF THE USOE STUDY USED FOR THIS PROJECT AND THE CONCLUSIONS OF SIMILAR SURVEY DATA COLLECTED FROM DISADVANTAGED ELEMENTARY SCHOOL PUPILS. (AL)

ED 011 614 08

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL.

By- WELLMAN, FRANK E.
MISSOURI UNIV., COLUMBIA

REPORT NUMBER BR-6-2212 PUB DATE 30 SEP 66

GRANT OEG-3-6-06-2212-0726
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *COUNSELOR TRAINING, *INSTITUTES (TRAINING PROGRAMS), *INTERDISCIPLINARY APPROACH, *OCCUPATIONAL GUIDANCE, *VOCATIONAL COUNSELING, ADMINISTRATION, COLUMBIA, CULTURAL FACTORS, CURRICULUM DEVELOPMENT, ECONOMIC FACTORS, GUIDANCE COUNSELING, LEADERSHIP, PSYCHOLOGICAL CHARACTERISTICS,

A MULTIDISCIPLINARY TRAINING INSTITUTE WAS PROVIDED FOR A SELECT GROUP OF 40 STATE AND LOCAL VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL EMPLOYED IN LEADERSHIP POSITIONS. THE DESIGN OF THE INSTITUTE EMPHASIZED THE DEVELOPMENT OF UNDERSTANDINGS, KNOWLEDGES, AND PROFESSIONAL MATERIALS RELATED TO (1) ECONOMIC FACTORS INFLUENCING VOCATIONAL EDUCATION NEEDS AND THE VOCATIONAL DECISION-MAKING PROCESS, (2) SOCIAL AND CULTURAL FACTORS OF VOCATIONAL COUNSELING, (3) PSYCHOLOGICAL FACTORS RELATED TO CAREER DEVELOPMENT AND VOCATIONAL CHOICES, AND (4) ADMINISTRATIVE CONSIDERATIONS IN THE EVALUATION OF MULTIDISCIPLINARY FACTORS IN VOCATIONAL PROGRAM ORGANIZATION AS WELL AS IN THE COORDINATION OF GUIDANCE AND COUNSELING ACTIVITIES AT ALL ORGANIZATIONAL LEVELS. THE FORMAT OF THE INSTITUTE PROVIDED FOR 30 HOURS OF SCHEDULED ACTIVITIES IN EACH OF 4 WEEKS. ONE-HALF OF THIS TIME WAS DEVOTED TO LECTURE AND DISCUSSION OF THE DIMENSIONS OF VOCATIONAL COUNSELING IN THE FOUR AREAS OF ECONOMICS, SOCIOLOGY, PSYCHOLOGY, AND ADMINISTRATION. THE BALANCE OF THE TIME WAS DEVOTED TO SMALL-GROUP WORK SESSIONS IN THE PREPARATION OF PROFESSIONAL WORKING PAPERS ON ASSIGNED TOPICS RELATED TO THE MAJOR AREAS. THE OVERALL EVALUATION OF THE INSTITUTE BY THE TRAINEES AND THE STAFF WAS FAVORABLE TO THE MULTIDISCIPLINARY CURRICULUM APPROACH USED AND TO THE HIGH DEGREE OF TRAINEE INVOLVEMENT WHICH THE INSTITUTE'S FORMAT REQUIRED. A FOLLOWUP WAS RECOMMENDED TO DETERMINE THE LONG-TERM TRAINING EFFECTIVENESS. (JH)

ED 011 615 08
DIMENSIONS OF VOCATIONAL COUNSELING, WORKING PAPERS. PRELIMINARY DRAFT.
By- WELLMAN, FRANK E.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER BR-6-2212-APP-K PUB DATE 5 AUG 66
EDRS PRICE MF-$0.54 HC-$15.64 391P.

DESCRIPTORS- *COUNSELING, *INTERDISCIPLINARY APPROACH, *OCCUPATIONAL GUIDANCE, *RESOURCE GUIDES, *VOCATIONAL COUNSELING, ADMINISTRATION, COLUMBIA, CULTURAL FACTORS, ECONOMIC FACTORS, GUIDANCE COUNSELING, PSYCHOLOGICAL CHARACTERISTICS, SECONDARY SCHOOL STUDENTS,

PRELIMINARY DRAFTS OF THE WORKING PAPERS PREPARED DURING A MULTIDISCIPLINARY TRAINING INSTITUTE ON INNOVATIVE VOCATIONAL GUIDANCE AND COUNSELING PRACTICES ARE INCLUDED IN THIS REPORT. THE CENTRAL THEME OF THE INSTITUTE WAS "DIMENSIONS OF VOCATIONAL COUNSELING," WITH EMPHASIS ON ECONOMIC, SOCIOLOGICAL, PSYCHOLOGICAL, AND ADMINISTRATIVE VARIABLES WHICH INFLUENCE VOCATIONAL DECISION-MAKING AND CAREER DEVELOPMENT AMONG HIGH SCHOOL STUDENTS. SPECIAL ATTENTION WAS GIVEN TO THE VOCATIONAL COUNSELING OF NONCOLLEGE BOUND STUDENTS. EACH OF THE 16 PAPERS IN THE REPORT FOLLOWED A BASIC FORMAT OF DESCRIBING PROBLEMS, ISSUES, AND SITUATIONS RELEVANT TO THE TOPIC, USING FACTS WHEN AVAILABLE, AND THEN DRAWING IMPLICATIONS FOR VOCATIONAL GUIDANCE AND COUNSELING IN STATE AND LOCAL PROGRAMS. THE FINAL REPORT OF THE TRAINING INSTITUTE IS ED 011 614 (JH)

ED 011 616 AC 000 011
COLLEGE-LEVEL EXAMINATION PROGRAM, DESCRIPTION AND USES, 1967.
By- CHAMBERLAIN, LAWRENCE H. AND OTHERS
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.
PUB DATE 67
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *COLLEGE ENTRANCE EXAMINATIONS, *EVALUATION, *HIGHER ADULT EDUCATION, *PROGRAM DESCRIPTIONS, *TESTING, CORRESPONDENCE STUDY, CREDITS, GROUP TESTS, INDEPENDENT STUDY, MEASUREMENT TECHNIQUES, PRINCETON, TRANSFER STUDENTS,

THE COLLEGE-LEVEL EXAMINATION PROGRAM WHICH STARTED IN 1965 AS A NEW ACTIVITY OF THE COLLEGE ENTRANCE EXAMINATION BOARD HAS FIVE AIMS. THEY ARE TO GIVE A NATIONAL PROGRAM OF EXAMINATIONS TO EVALUATE NONTRADITIONAL COLLEGE-LEVEL EDUCATION INCLUDING INDEPENDENT STUDY AND CORRESPONDENCE WORK, TO STIMULATE COLLEGES AND UNIVERSITIES TO BECOME MORE AWARE OF THE NEED FOR AND THE POSSIBILITIES AND PROBLEMS OF CREDIT BY EXAMINATION, TO ENABLE COLLEGES AND UNIVERSITIES TO DEVELOP APPROPRIATE PROCEDURES FOR THE PLACEMENT, ACCREDITATION, AND ADMISSION OF TRANSFER STUDENTS, TO GIVE COLLEGES AND UNIVERSITIES A MEANS BY WHICH TO EVALUATE THEIR PROGRAMS AND THEIR STUDENTS' ACHIEVEMENT, AND TO HELP ADULTS WHO WISH TO CONTINUE THEIR EDUCATION IN ORDER TO MEET LICENSING REQUIREMENTS OR QUALITY FOR HIGHER POSITIONS. THE BOOKLET SERVES AS A GUIDE TO THE PROGRAM AND SHOWS THE EXAMPLES FROM ACTUAL TESTS. THE EXAMINATIONS ARE AVAILABLE AT NO CHARGE TO THE INSTITUTIONS THAT WISH TO EXPERIMENT WITH THEM. THE PROGRAM IS STILL IN THE PLANNING STAGE. THIS DOCUMENT IS ALSO AVAILABLE FROM COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540. (SH)

ED 011 617 AC 000 025
PEACE CORPS--EVALUATION OF PEACE CORPS TRAINING PROGRAMS, SOME PSYCHOLOGICAL DIFFERENCES BETWEEN PEACE CORPS TRAINING UNITS AND TRAINEES. FINAL REPORT.
By- STERN, GEORGE G. AND OTHERS
SYRACUSE UNIV., N.Y., PSYCHOLOGICAL RESEARCH CTR.
PUB DATE MAR 66
EDRS PRICE MF-$0.36 HC-$10.52 263P.

DESCRIPTORS- *EDUCATIONAL ENVIRONMENT, *PARTICIPANT CHARACTERISTICS, *PROGRAM EVALUATION, *PSYCHOLOGICAL CHARACTERISTICS, *VOLUNTEER TRAINING, ACHIEVEMENT, AFFILIATION NEED, CROSS CULTURAL TRAINING, EVALUATION TECHNIQUES, MEASUREMENT INSTRUMENTS, PARTICIPANT SATISFACTION, PEACE CORPS, PROGRAM DESCRIPTIONS, RESEARCH, SEX DIFFERENCES, STATISTICAL DATA, SYRACUSE, TABLES (DATA), TRAINING OBJECTIVES, UNIVERSITIES,

A QUANTITATIVE COMPARISON OF THE PSYCHOLOGICAL CHARACTERISTICS OF PEACE CORPS TRAINING UNITS AND TRAINEES WAS MADE TO PROVIDE A BASIS FOR RATING PROGRAM QUALITY,

ESTABLISHING UNIFORM TRAINING OBJECTIVES AND PROCEDURES, ENABLING TRAINING INSTITUTIONS TO IDENTIFY AND IMPROVE AREAS OF WEAKNESS, AND SELECTING TRAINEES. AN ANALYSIS OF 63 PEACE CORPS TRAINING UNITS IN 40 HOST INSTITUTIONS MEASURED TRAINEES AND PROGRAMS USING TOOLS EVOLVED FROM STUDIES OF HIGHER EDUCATION BY STERN, STEIN, AND BLOOM. MEASUREMENTS OF SUCCESS WERE FINAL SELECTION BOARD RATINGS OF TRAINEES, TRAINING ATTRITION, AND OVERSEAS EFFECTIVENESS RATINGS. PROGRAM CHARACTERISTICS ASSOCIATED WITH EFFECTIVE PROGRAMS WERE FRIENDLY GROUP INTERACTION, WELL-ROUNDED INTELLECTUAL EXPERIENCE, EMPHASIS ON SOCIAL ACTION, INDIVIDUAL TRAINEE AUTONOMY AND RESPONSIBILITY, AND HIGH PERSONAL ACHIEVEMENT STANDARDS. A NUMBER OF PERSONAL CHARACTERISTICS HAD DIFFERENT EFFECTS ON SUCCESS IN VARIOUS PHASES OF EVALUATION. NINE APPENDIXES CONTAIN DETAILED MEASURES OF THE FACTORS STUDIED FOR EACH OF THE 63 PROGRAMS. (JA)

ED 011 618 AC 000 031

THE UNIVERSITY AND ADULT EDUCATION. (TITLE SUPPLIED).
By- MILLER, PAUL A.
NEW ENGLAND CTR. FOR CONTINUING EDUC.,DURHAM, N.H.
REPORT NUMBER OP-1 PUB DATE OCT 66
EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *ADULT EDUCATION, *EDUCATIONAL PLANNING, *LEADERSHIP RESPONSIBILITY, *UNIVERSITIES, *UNIVERSITY EXTENSION, COMMUNITY ROLE, DURHAM, EXTENSION EDUCATION, FINANCIAL SUPPORT, INTERAGENCY COOPERATION, KINGSTON, REGIONAL COOPERATION, URBAN EXTENSION,

TWO FORCES ARE COLLIDING IN THE LIFE OF THE AMERICAN UNIVERSITY TODAY--HISTORIC SENTIMENT, NURTURED BY THE FACULTY, AND THE PRESSURES OF PUBLIC AFFAIRS TO WHICH ADMINISTRATORS HAVE HAD TO ACCOMODATE. ADULT EDUCATION IS AT THE POINT OF IMPACT AND THE BASIC QUESTIONS ABOUT THE ROLE OF THE UNIVERSITY NECESSARY TO MEET THE ISSUE HAVE NOT BEEN RAISED. ONE OF THE MOST EXCITING IDEAS IN HIGHER EDUCATION IS THE CONSORTIUM. THE REGIONAL CENTER DEVELOPED IN NEW ENGLAND COULD BECOME A MODEL LABORATORY FOR A REGIONAL FACULTY OF ADULT EDUCATION WHICH WOULD RELATE INSTITUTIONS, CONDUCT BASIC RESEARCH, PREPARE GRADUATE STUDENTS, AND TEACH ADULTS. TITLE I OF THE HIGHER EDUCATION ACT WILL BE A SOURCE OF FUNDS BUT CAREFUL PLANNING IS IMPERATIVE. A COMRADESHIP BETWEEN COOPERATIVE EXTENSION SERVICE AND GENERAL EXTENSION WOULD EXTEND RESOURCES BY COMBINING THEIR EXPERTISE IN METHODOLOGY AND PHILOSOPHY. FINALLY, THE AUTHOR STATES, THE PRESIDENTS AND TRUSTEES OF INSTITUTIONS SHOULD REALIZE THAT CONTINUING EDUCATION OF ADULTS IS AS VITAL AS THE EDUCATION OF ADOLESCENTS. THIS FUNCTION MUST BE PART OF THE NORMAL BUDGET OF THE INSTITUTION, MUCH LIKE RESEARCH AND TEACHING, NOT AN EXPENDABLE EXTRA. THESE EXCERPTS WERE FROM AN ADDRESS PRESENTED AT A CONFERENCE ON EXTENSION ACTIVITIES (UNIVERSITY OF RHODE ISLAND, OCTOBER 25, 1966). (AJ)

ED 011 619 AC 000 037

SUBJECTIVE DESCRIPTION OF TRAINEES.
By- PEARCE, FRANK C.
MODESTO JUNIOR COLL., CALIF.
REPORT NUMBER MJC-1 PUB DATE 14 JAN 66
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADULT CHARACTERISTICS, *MIGRANTS, *SOCIOECONOMIC BACKGROUND, *SOCIOECONOMIC STATUS, ADJUSTMENT (TO ENVIRONMENT), INVESTIGATIONS, MOBILITY, MODESTO, MODESTO MULTI OCCUPATIONAL PROJECT, PARTICIPANT CHARACTERISTICS, RETRAINING, SOCIAL CHANGE, STANISLAUS COUNTY,

THIS REPORT GIVES A SUBJECTIVE DESCRIPTION OF THE GENERAL POPULATION FROM WHICH TRAINEES FOR THE MODESTO MULTI-OCCUPATIONAL PROJECT WERE SELECTED. IT INCLUDES AN EXTENSIVE STUDY OF THE SOCIOLOGICAL BACKGROUND OF A GROUP OF WHITE MIGRANTS WHO MOVED FROM THE EASTERN UNITES STATES TO CALIFORNIA. THE AUTHOR ALSO INCLUDED REFERENCES TO THE CHANGING SOCIOECONOMIC AND MORAL STANDARDS OF THIS GROUP AND THEIR EVENTUAL WELFARE STATUS. THE AUTHOR HOPED THAT THE PROJECT WILL RECREATE FEELINGS OF SELF-DETERMINATION, INVOLVEMENT, AND RESPONSIBILITY IN THIS GROUP THROUGH ADULT TRAINING PROGRAMS. (PG)

ED 011 620 AC 000 085

RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE. FINAL PROGRESS REPORT.
By- THUNE, JEANNE H. TINE, SEBASTIAN
SENIOR CITIZEN INC., NASHVILLE, TENN.
PUB DATE 17 JAN 66
EDRS PRICE MF-$0.27 HC-$5.68 142P.

DESCRIPTORS- *COMMUNITY SERVICES, *LEADERSHIP TRAINING, *OLDER ADULTS, *PROGRAM EVALUATION, *SOCIAL SERVICES, EMPLOYMENT POTENTIAL, MOTIVATION, NASHVILLE, PARTICIPANT CHARACTERISTICS, PROGRAM DESCRIPTIONS, RETIREMENT,

THIS PROJECT SOUGHT TO DEMONSTRATE THE CAPABILITY OF OLDER ADULTS TO BEGIN NEW CAREERS AS LEADERS IN COMMUNITY SERVICES. PROJECT STAFF OFFERED FIVE 3-MONTH TRAINING INSTITUTES IN COMMUNITY SERVICE IN NASHVILLE, TENNESSEE, DURING 1963-65 WITH THE HELP OF CONSULTANTS AND REPRESENTATIVES OF PUBLIC AND PRIVATE AGENCIES AND SEVERAL AREA UNIVERSITIES. THE CURRICULUM INCLUDED ORIENTATION TO THE PROGRAM AND SERVICES OF SENIOR CITIZENS, INCORPORATED, AND CLASSWORK COVERING (1) PSYCHOLOGY OF GROUP AND INDIVIDUAL BEHAVIOR, (2) STRUCTURE OF COMMUNITY AGENCIES AND METHODS OF ORGANIZING SOURCES, (3) UNDERSTANDING OF RECREATION, INTERVIEWING, AND PUBLIC INFORMATION AND (4) INCLUDED SUPERVISED FIELD PRACTICE UNDER A PROJECT STAFF MEMBER OR AN AGENCY SUPERVISOR. CERTAIN BIOGRAPHICAL DATA AND PERSONALITY TRAITS WERE IDENTIFIED AS RELIABLE PREDICTORS OF SATISFACTORY PERFORMANCE IN COMMUNITY SERVICE. THE PROJECT ALSO CONFIRMED THE EXISTENCE OF GREAT LATENT INTEREST AMONG OLDER ADULTS IN ENTERING COMMUNITY SERVICE, AND STIMULATED SEVERAL SENIOR CENTERS, MENTAL HOSPITALS, INSTITUTIONS, CLUBS FOR OLDER PEOPLE, AND SCHOOL DEPARTMENTS TO CONSIDER OLDER ADULTS AS POTENTIAL PERSONNEL. THE DOCUMENT INCLUDED FOUR ILLUSTRATIONS, SIX REFERENCES, SAMPLE CASE HISTORIES, AND AN EVALUATION SCALE. (LY)

ED 011 621 AC 000 091

THE COMMUNITY-APPRENTICESHIP PROGRAM, A FEASIBILITY STUDY.
By- ISAACK, THOMAS S.
WEST VIRGINIA UNIV., MORGANTOWN
REPORT NUMBER ECON-DEVLOP-SER-9-JUNE-1966 PUB DATE JUN 66
WEST VIRGINIA UNIV., MORGANTOWN, CTR. FOR STUDIES
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *APPRENTICESHIP, *EMPLOYER ATTITUDES, *INDUSTRIAL TRAINING, *INTERAGENCY COOPERATION, *PROGRAM DEVELOPMENT, COMMUNITY BENEFITS, COMMUNITY COOPERATION, LABOR UNIONS, MANPOWER TRAINING AND DEVELOPMENT ACT, MORGANTOWN, NEGATIVE ATTITUDES, ON THE JOB TRAINING, TABLES (DATA),

A STUDY WAS CONDUCTED TO EXAMINE THE FEASIBILITY OF ESTABLISHING COMMUNITY APPRENTICESHIP PROGRAMS IN WEST VIRGINIA. THE CONCEPT IS THAT A WORKER IN ONE COMPANY WOULD UNDERTAKE ON THE JOB TRAINING AT ANOTHER COMPANY TO TAKE ADVANTAGE OF MACHINES AND EQUIPMENT NOT CURRENTLY OWNED BY HIS COMPANY. THE AUTHOR STATES THAT THIS WOULD UPGRADE THE WORK FORCE IN THE COMMUNITY, WHEREAS MOST OF THE PRESENT ON-THE-JOB TRAINING PROGRAMS ARE LIMITED BY THE CURRENT NEEDS OF EACH FIRM. THE AUTHOR DISCUSSES PRECEDENTS OF THE CONCEPT. REPRESENTATIVES OF THE BUSINESS COMMUNITY MET IN SEVERAL CITIES TO DISCUSS THE POSSIBILITIES AND PROBLEMS OF SUCH A PROGRAM. SOME OF THE PROBLEMS RAISED IN THESE MEETINGS WERE UNION ATTITUDES AND INTERESTS, SCHEDULING OF THE TRAINEE INTO THE TRAINING FIRM'S PROGRAM, LEGAL ASPECTS OF HAVING THE TRAINEE WORK WITHOUT BEING PAID BY THE TRAINING COMPANY, INJURY LIABILITIES, COMPETITIVE SECRETS, SCREENING OF TRAINEES, PUBLIC RELATIONS AND COMMUNICATIONS BETWEEN BUSINESS, UNION, AND GOVERNMENT AND BETWEEN COMPETITIVE BUSINESSES, AND GENERAL INFLUENCE OF THE STATUS QUO. WAYS OF IMPLEMENTING A COMMUNITY APPRENTICESHIP PROGRAM THROUGH EXISTING ASSOCIATIONS AND AGENCIES ARE ALSO DISCUSSED. (JA)

ED 011 622 AC 000 142

REPORT ON FIRST LEADERSHIP TEAMWORK DEVELOPMENT LABORATORY FOR WASHINGTON, D.C. (WARRENTON, OCTOBER 28-30, 1965). APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING, NUMBER 1, 1966.

By- MIAL, H. CURTIS.

NATIONAL TRAINING LABS., WASHINGTON, D.C.

PUB DATE 28 JAN 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *COMMUNITY LEADERS, *LABORATORY TRAINING, *LEADERSHIP TRAINING, *PROBLEM SOLVING, *URBAN AREAS, DISTRICT OF COLUMBIA, FORCE FIELD ANALYSIS, INTERAGENCY COOPERATION, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, T GROUPS,

A 3-DAY RESIDENTIAL PROGRAM OF LABORATORY TRAINING FOCUSED ON INDIVIDUAL SENSITIVITY, SMALL GROUP DYNAMICS, AND DIAGNOSTIC PROBLEM SOLVING. THE PROGRAM WAS PLANNED TO FACILITATE BETTER INTERAGENCY TEAMWORK IN DEALING WITH THE URBAN PROBLEMS OF WASHINGTON, D.C., WHICH ARE COMPLICATED BY THE PROSPECT OF HOME RULE WITH INADEQUATE LEADERSHIP PREPARATION. THE RESPONSE OF 60 COMMUNITY LEADERS TO THE PROGRAM PROPOSAL INDICATED A STRONGLY FELT NEED FOR THIS TRAINING. EIGHTEEN LEADERS PARTICIPATED. LECTURES, T-GROUPS, OBSERVATION, AND FEEDBACK ON EACH GROUP BY THE OTHER, EXERCISES IN SPECIFIC SKILLS, AND FORCE FIELD ANALYSIS COMPRISED THE PROGRAM. PARTICIPANT EVALUATION SHOWED GENERAL SATISFACTION. AWARENESS OF THE IMPORTANCE OF OPENNESS AND TRUST WAS SEEN AS THE MOST EFFECTIVELY ACCOMPLISHED OBJECTIVE. FURTHER PROJECTS WERE SUGGESTED AND PARTICIPANTS AND THEIR ORGANIZATIONS WERE LISTED. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JA)

ED 011 623 AC 000 160

PATTERNS OF ATTENDANCE IN ADULT NIGHT SCHOOL COURSES.

By- VERNER, COOLIE NEYLAN, MARGARET S.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADULT DROPOUTS, *ATTENDANCE PATTERNS, *PROGRAM CONTENT, *PROGRAM LENGTH, *PUBLIC SCHOOL ADULT EDUCATION, ACADEMIC EDUCATION, ADULT VOCATIONAL EDUCATION, BRITISH COLUMBIA, CANADA, EVENING CLASSES, INVESTIGATIONS, MOTIVATION, TABLES (DATA),

A STUDY WAS MADE OF ATTENDANCE IN ADULT EVENING CLASSES IN A BRITISH COLUMBIA URBAN SCHOOL. CLASS RECORDS FROM THE YEAR 1963-64 WERE STUDIED, THE 266 COURSES (WITH 5240 REGISTRANTS) VARYING IN LENGTH AND SUBJECT CONTENT. SUBJECT CATEGORIES WERE -- ACADEMIC (33 SESSIONS LONG), A REPLICATION OF A PREADULT LEARNING SITUATION, WHICH PROVIDED CREDIT TOWARD A HIGH SCHOOL DIPLOMA, VOCATIONAL (10 OR 20 SESSIONS), AND GENERAL (MOSTLY 10 SESSIONS). THE MEAN PERCENTAGE LOSS IN ATTENDANCE WAS 30 PERCENT, ACADEMIC COURSES DECLINING FROM 93 TO 47 PERCENT, VOCATIONAL FROM 91 TO 55 PERCENT, AND GENERAL COURSES FROM 92 TO 71 PERCENT. DATA SUGGEST THAT COURSE CONTENT HAS A DIRECT RELATIONSHIP TO MOTIVATION. COURSES FROM WHICH IMMEDIATE BENEFIT IS GAINED ARE BEST ATTENDED. AS A COURSE LENGTHENS BEYOND 10 SESSIONS, LOSS IN ATTENDANCE ACCELERATES, THE RATE OF LOSS VARYING WITH THE TYPE OF COURSE. ALTHOUGH THE DATA PROVIDE NO MEASURE OF THE INFLUENCE ON ATTENDANCE OF THE INSTRUCTIONAL PROCESS, THE VERY POOR PATTERN OF ATTENDANCE IN ACADEMIC COURSES INDICATES THE NEED FOR MAJOR CHANGES. EQUIVALENCY COURSES FOR ADULTS NEED TO BE DESIGNED SPECIFICALLY FOR THEM, INSTEAD OF DUPLICATING DAY PREADULT PROGRAMS. TABLES SHOW ATTENDANCE BY COURSES AND SUBJECT AREAS. THIS ARTICLE WAS PUBLISHED IN "CANADIAN EDUCATION AND RESEARCH DIGEST," SEPTEMBER 1966. (LY)

ED 011 624 AC 000 494

A TIME TO TRAIN, AN ACCOUNT OF EXPERIENCE GAINED BY RTB, AT ITS SPENCER WORKS.

By- REYNOLDS, O.W. BAKER, JAMES

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *INDUSTRIAL TRAINING, *MANAGEMENT DEVELOPMENT, *PROGRAM DESCRIPTIONS, *SUPERVISORY TRAINING, APPRENTICESHIP, AUTOMATION, ENGINEERING, ENGLAND, GREAT BRITAIN, MONMOUTHSHIRE, OFFICE OCCUPATIONS, ON THE JOB TRAINING, PRODUCTION TECHNIQUES, SPENCER WORKS, STEEL INDUSTRY, TABLES (DATA), TRAINING TECHNIQUES, UNION MEMBERS,

EDUCATION AND TRAINING, BEGINNING 18 MONTHS BEFORE THE OPENING IN 1962 OF THE NEW SPENCER WORKS STEEL PLANT OF RICHARD THOMAS AND BALDWINS, LTD., IN MONMOUTHSHIRE, ENGLAND, INVOLVED ALL LEVELS OF PERSONNEL. (SOME PROGRAMS, FOR EXAMPLE, FOR CLERICALS, WERE DELAYED UNTIL AFTER THE OPENING.) THE UNDEVELOPED SITE, RADICALLY NEW EQUIPMENT AND PROCEDURES, AND VARIED TRAINEE BACKGROUNDS, TOGETHER WITH THE TIMETABLE AND SCOPE OF TRAINING, POSED A GREAT CHALLENGE. PROGRAMS INCLUDED MANAGER ORIENTATION THROUGH SPECIAL COURSES AND CONFERENCES, FOREMAN TRAINING (COURSES, STUDY VISITS, PREPARATION OF TRAINING MANUALS, AND INSTRUCTIONAL TECHNIQUES TRAINING), ELECTRICAL AND MECHANICAL ENGINEERING,

APPRENTICESHIPS IN ENGINEERING, IN CHEMISTRY AND IN METALLURGY FOR QUALITY CONTROL, COMPREHENSIVE OFFICE TRAINING, PREPARATION FOR AUTOMATION, TRADE UNION COURSES, AND ACQUAINTANCE OF MAINTENANCE PERSONNEL WITH SPENCER WORKS FACILITIES THROUGH PARTICIPATION IN CONSTRUCTION. LINE MANAGERS PLAYED A LARGE, AND OFTEN A DIRECT, PART IN DEPARTMENTAL TRAINING. THE CHIEF LESSON LEARNED FROM THE PROJECT IS THE VALUE OF PLANNED TRAINING, MOST NOTABLY THE SCHOOLING OF MANAGERS AND FOREMEN IN TRAINING TECHNIQUES. THE DOCUMENT INCLUDES PHOTOS, CHARTS, NINE APPENDIXES, AND THE COKE OVENS DEPARTMENT TRAINING PROGRAM. THIS DOCUMENT WAS PUBLISHED BY PERGAMON PRESS, INC., 44-01 21ST STREET, LONG ISLAND CITY, NEW YORK 11101, 246 PAGES $4.50. (LY)

ED 011 625 AC 000 495

PSYCHOLOGICAL FOUNDATIONS OF ADULT EDUCATION.
By- SCHWARTZ, MILTON M. LANYON, RICHARD I.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER RUE-BULL-5 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ADULT LEARNING, *LEARNING THEORIES, *MOTIVATION, *NEED GRATIFICATION, *PSYCHOLOGICAL NEEDS, ACHIEVEMENT NEED, AFFILIATION NEED, LEARNING MOTIVATION, NEW BRUNSWICK, PROGRAMED INSTRUCTION, RESEARCH REVIEWS, STATUS NEED, TAXONOMY, VERBAL LEARNING,

TWO PAPERS ARE INCLUDED IN THIS BULLETIN. THE MILTON SCHWARTZ PAPER, "THEORIES OF MOTIVATION AND THEIR APPLICATION TO ADULT EDUCATION," SURVEYS THE THINKING, RESEARCH, AND CONCLUSIONS OF SOME OF THE LEADING FIGURES CONCERNED WITH SOCIAL MOTIVATION. THE AUTHOR ATTEMPTS TO CLASSIFY THESE THEORIES BY GENERATING A TWO-DIMENSIONAL SCHEMA OF SOCIAL MOTIVATION. THE HORIZONTAL CONTINUUM INCLUDES POSTIVE-STRIVING THEORIES ON ONE END AND NEED-REDUCTION VIEWS ON THE OTHER. THE VERTICAL CONTINUUM PUTS ACHIEVEMENT MOTIVATION ON ONE END AND AFFILIATION-COMFORT NEEDS ON THE OTHER. AN ATTEMPT IS MADE TO DEMONSTRATE THE UTILITY OF THE SCHEMA THROUGH EXAMPLES FROM STATEMENTS OF ADULT EDUCATION STUDENTS. RICHARD LANYON, IN "PSYCHOLOGICAL LEARNING THEORY, APPLICATION TO ADULT EDUCATION," REVIEWS SOME OF THE MAJOR THINKING OF SCHOLARS IN THE FIELD OF ANIMAL LEARNING (CRUCIAL FACTORS OF AMOUNT OF PRACTICE AND REINFORCEMENT), EXAMINES FINDINGS IN THE FIELD OF HUMAN VERBAL LEARNING (ADDED CRUCIAL FACTORS OF MEANINGFULNESS AND ORGANIZATION OF MATERIALS), AND THEN SUMMARIZES APPLICATIONS OF THESE PRINCIPLES TO EDUCATION. THE AUTHOR DESCRIBES TEACHING MACHINES AS MAKING DIRECT USE OF THESE IMPORTANT PRINCIPLES OF LEARNING AND HE MAKES SUGGESTIONS FOR THEIR APPLICATION IN REGULAR CLASSROOM TEACHING. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY EXTENSION DIVISION, RUTGERS, THE STATE UNIVERSITY, 35 COLLEGE AVE., NEW BRUNSWICK, NEW JERSEY. (ED)

ED 011 626 AC 000 505

URBAN DECISION MAKING - THE FINDINGS FROM A CONFERENCE (CHICAGO, NOVEMBER 9-12, 1965). APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING, NUMBER 1, 1967.
By- FRANKLIN, RICHARD FRANKLIN, PAULA
NATIONAL TRAINING LABS., WASHINGTON, D.C.
PUB DATE 67
EDRS PRICE MF-$0.18 HC-$3.92 98P.

DESCRIPTORS- *COMMUNITY CHANGE, *DECISION MAKING, *LEADERSHIP TRAINING, *TRAINING TECHNIQUES, *URBAN AREAS, CASE STUDIES (EDUCATION), CITIZEN PARTICIPATION, COMMUNITY ACTION, COMMUNITY LEADERS, DISTRICT OF COLUMBIA, ECONOMICALLY DISADVANTAGED, EVALUATION TECHNIQUES, FORCE FIELD ANALYSIS, POWER STRUCTURE, PROBLEM SOLVING, RESEARCH METHODOLOGY, SOCIAL CHANGE, TABLES (DATA), TRAINING LABORATORIES, URBAN EXTENSION,

THIS NATIONAL TRAINING LABORATORIES (NTL) CONFERENCE, DEPARTING SOMEWHAT FROM ITS USUAL EXPERIENCE-BASED LEARNING PROGRAMS, FOCUSED LABORATORY TRAINING METHODS ON THE DECISION-MAKING PROCESS IN URBAN COMMUNITY PROBLEM SOLVING. THE CONFERENCE PRESENTED THEORY, INFORMATION, AND OPINION ON THE NATURE OF CITIES AND THEIR DECISION-MAKING PROCESSES. GROUPS OF PARTICIPANTS STUDIED THE RATIONAL-TECHNICAL-SOCIAL PROCESS FRAMEWORK OF DECISION MAKING AND FORCE FIELD ANALYSIS, AND A CONCEPT OF FORCES FOR CHANGE VERSUS RESTRAINING FORCES. PARTICIPANTS DEALT WITH TWO APPROACHES TO SOCIAL CHANGE--THE CONFLICT-OPPOSITIONAL STRATEGY AND THE COLLABORATION-INTEGRATIVE STRATEGY ONE GROUP EXAMINED WAYS OF ENLISTING MAXIMUM FEASIBLE PARTICIPATION OF THE POOR IN URBAN DECISION MAKING, ESPECIALLY IN THE WAR ON POVERTY. FINDINGS WERE CONSOLIDATED AND RECOMMENDATIONS MADE ON MORE EFFECTIVE APPROACHES TO URBAN CHANGE. PARTICIPANTS PLANNED HOW THEY WOULD INFLUENCE CHANGE IN THEIR OWN COMMUNITIES. A FINAL EVALUATION OF THE CONFERENCE WAS MADE BY PARTICIPANTS. THE DOCUMENT INCLUDES NINE REFERENCES, CASE STUDIES OF SEVERAL CITIES, DISCUSSION TRANSCRIPTS AND OTHER RECORDS, AND APPENDIXES. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $3.50. (LY)

ED 011 627 AC 000 507

THE BUFFALO MODEL CITY CONFERENCE, PROCEEDINGS OF THE CONFERENCE SPONSORED BY THE COOPERATIVE URBAN EXTENSION CENTER (1ST, BUFFALO, JANUARY 19-20, 1967).
By- BERNER, ROBERT F. AND OTHERS
COOPERATIVE URBAN EXTENSION CTR., BUFFALO, N.Y.
PUB DATE 67
EDRS PRICE MF-$0.18 HC-$2.64 71P.

DESCRIPTORS- *CITY IMPROVEMENT, *COMMUNITY PLANNING, *FEDERAL PROGRAMS, *URBAN EXTENSION, *URBAN RENEWAL, BUFFALO, COOPERATIVE PLANNING, DEMONSTRATION CITIES ACT, DEMONSTRATION PROJECTS, ECONOMICALLY DISADVANTAGED, EMPLOYMENT PATTERNS, INTERAGENCY COOPERATION, MODEL CITIES PROGRAM, PROGRAM DEVELOPMENT, UNEMPLOYMENT,

THIS REPORT FROM BUFFALO, NEW YORK, IS OF THE FIRST OF SEVEN REGIONAL CONFERENCES PLANNED TO HELP COMMUNITIES PREPARE THEMSELVES FOR PARTICIPATION IN THE FEDERAL MODEL CITIES PROGRAM, AS PROVIDED BY TITLE I OF THE DEMONSTRATION CITIES AND METROPOLITAN DEVELOPMENT ACT OF 1966. SPONSORED BY THE COOPERATIVE URBAN EXTENSION CENTER, WHICH IS FUNDED UNDER TITLE I OF THE 1965 HIGHER EDUCATION ACT, THE CONFERENCE BROUGHT TOGETHER REPRESENTATIVES OF CITY GOVERNMENT, HIGHER EDUCATION INSTITUTIONS, WELFARE AGENCIES, VOLUNTARY AGENCIES, CHURCHES, CULTURAL INSTITUTIONS, AND FOUNDATIONS. THE PURPOSE WAS TO ACHIEVE A SENSE OF COMMITMENT TO THE TASK, AN AIRING OF IDEAS THAT CAN BECOME THE CORE OF BUFFALO'S OWN APPROACH TO THE MODEL CITY CHALLENGE, AND AN UNDERSTANDING OF THE NEED

TO FORGE A BROAD ADMINISTRATIVE ORGANIZATION, COMPREHENSIVE AND IMAGINATIVE ENOUGH TO COPE WITH PROBLEMS OF BLIGHT AND POVERTY ON A LARGE SCALE. THE SOCIAL ACTION PROGRAM, URBAN RENEWAL, ECONOMIC OPPORTUNITY, AND CULTURAL PROGRAMS, THE FEDERAL PROGRAM, AND BUFFALO'S RESPONSE TO IT WERE THE DISCUSSION TOPICS. FURTHER CONSIDERATION WAS DIRECTED TO FUTURE SOCIAL ACTION AND COMMUNITY PLANNING WITH PARTICIPANTS EMPHASIZING LOCAL INITIATIVE AND THE STRONG PARTICIPATION OF NEIGHBORHOOD GROUPS. (LY)

ED 011 628 AC 000 511

ADULT EDUCATION IN KIBBUTZIM (COLLECTIVE SETTLEMENTS) IN ISRAEL.

By- BIEN, YEHUDA

ISRAEL GOVT., JERUSALEM, AUTH. FOR EDUC. AND RES.

PUB DATE JUL 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADULT EDUCATION, *COLLECTIVE SETTLEMENTS, *JEWS, *PROGRAM DESCRIPTIONS, *RURAL EXTENSION, ADULT VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, COMMUNITY EDUCATION, COMMUNITY PROGRAMS, EDUCATIONAL NEEDS, GENERAL EDUCATION, JERUSALEM, KIBBUTZIM, YOUNG ADULTS,

THIS PAPER OUTLINES THE SOCIAL STRUCTURE, ACCOMPLISHMENTS, GOALS, INTELLECTUAL BACKGROUND, AND CULTURAL ACTIVITIES OF THE KIBBUTZIM IN RURAL ISRAEL WHILE CONCENTRATING ON THE EDUCATIONAL PROGRAMS. THE KIBBUTZIM EMPHASIZES CONTINUOUS, LIFE-LONG EDUCATION FOR ALL MEMBERS BASED ON THE NEEDS OF EACH MEMBER AND HIS COMMUNITY. THE AIM OF EACH PROGRAM IS TO ENSURE THE CONTINUITY OF THE KIBBUTZ VALUES OF LABOR, EQUALITY, COLLECTIVISM, PROTECTIVE COLONIZATION, AND INTERNATIONAL SOLIDARITY THROUGH THE SYNTHESIS OF VOCATIONAL AND LIBERAL STUDIES. FEW EDUCATIONAL PROGRAMS ARE FULL-TIME. THE PROGRAMS ARE--(1) LOCAL ACTIVITY (SINGLE LECTURES, LOCAL STUDY GROUPS), (2) REGIONAL COURSES (FOREIGN LANGUAGE AND LIBERAL ARTS STUDIES, 6 TO 12 WEEKS), (3) 1 YEAR COURSE FOR YOUNG ADULTS (LIBERAL AND VOCATIONAL STUDIES) SPREAD OVER A 3-YEAR PERIOD SO THEORIES CAN BE MERGED WITH WORK, (4) FARM MANAGEMENT, (5) HIGHER STUDIES (FULL UNIVERSITY LEVEL, 27 MONTHS), (6) COURSES FOR ADULT LEADERS, (7) TRAINING IN SOCIAL AND CULTURAL ACTIVITIES (4 TO 9 MONTHS), (8) HOUSE ECONOMICS FOR WOMEN (1 TO 4 MONTHS), AND (9) SOCIAL RESEARCH. THERE IS A TABLE IN THE REPORT SHOWING THE LENGTH AND CONTENT OF ADULT EDUCATION PROGRAMS IN THE KIBBUTZ MOVEMENT. (AJ)

ED 011 629 AC 000 534

CRITERIA IN LEARNING RESEARCH, REPORT ON A CONFERENCE (WASHINGTON UNIVERSITY, 1966).

By- WIENTGE, KING M. DUBOIS, PHILIP H.

WASHINGTON UNIV., ST. LOUIS, UNIVERSITY COLL.

REPORT NUMBER WUCRP-0 PUB DATE 66

EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *ADULT LEARNING, *CRITERIA, *LEARNING, *MEASUREMENT, *RESEARCH METHODOLOGY, ACHIEVEMENT, EDUCATIONAL ENVIRONMENT, EVALUATION TECHNIQUES, PERFORMANCE, PREDICTIVE ABILITY (TESTING), PROGRAMED INSTRUCTION, RESEARCH, ST. LOUIS, STATISTICAL DATA, TABLES (DATA),

THE TOPICS OF EIGHT CONFERENCE PAPERS INCLUDE (1) THE PROBLEM OF DIFFERENTIATING EFFECTS OF SPECIFIC INSTRUCTION FROM EFFECTS OF OTHER INFLUENCES (GROWTH, ENVIRONMENT, AND SELF-INSTRUCTION), (2) CRITERIA FOR MEASURING CHANGE IN PROFICIENCY, AND (3) WAYS OF RELATING SUCH CHANGE TO OUTSIDE VARIABLES SUCH AS MEASURABLE CHARACTERISTICS OF LEARNERS AND INSTRUCTORS, AND METHODOLOGY. THE ISSUE OF ACCEPTABLE CRITERIA (PERFORMANCE MEASURES) OF DEGREES OF LEARNING DURING PRACTICE IS DISCUSSED. SUGGESTIONS ARE OUTLINED FOR IMPROVING EXPERIMENTATION BY ASSEMBLING ALL APPROPRIATE MEASUREMENTS AND DATA, USING ORDERED HYPOTHESES, AND TREATING EXPERIMENTAL CLASSROOMS AS SINGLE SUBJECTS. THE BROMWOODS RESIDENTIAL CENTER STUDY OF WASHINGTON UNIVERSITY DESCRIBES THE FAILURE OF RESIDENTIAL STUDENTS TO SIGNIFICANTLY SURPASS ADULT EVENING CLASSES IN OBJECTIVE KNOWLEDGE (BEGINNING PSYCHOLOGY) OR IN IMPROVED MEASURED ATTITUDE. ALSO, DIFFICULTIES IN APPLICATION OF CRITERIA IN NAVAL MAINTENANCE TRAINING RESEARCH ARE DOCUMENTED, AND CORRECTIVE PROCEDURES ARE INDICATED. A PAPER ON THE CURVILINEAR RELATIONSHIP BETWEEN KNOWLEDGE AND TEST PERFORMANCE ARGUES FOR FINAL EXAMINATIONS AS THE BEST EXISTING INDICANT OF LEARNING. OTHER PAPERS OUTLINE A FRAMEWORK FOR STUDYING CRITERION MEASURES AND THEIR GENERALIZABILITY ACROSS SAMPLES, SITUATIONS, AND CONTEXTS, AND EVALUATE PROGRAMED INSTRUCTION AMONG NAVAL TRAINEES AS A PREDICTOR OF CLASSROOM LEARNING. THE DOCUMENT INCLUDES TABLES, FIGURES, AND REFERENCES. (LY)

ED 011 630 AC 000 654

REPORT TO SAED OF GESAED-BUHRC TRAINING STUDY.

By- HARRISON, ROGER OSHRY, BARRY

EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *BEHAVIOR CHANGE, *EVALUATION, *MANAGEMENT DEVELOPMENT, *T GROUPS, BEHAVIOR RATING SCALES, CHANGING ATTITUDES, EVALUATION TECHNIQUES, FACTOR ANALYSIS, GENERAL ELECTRIC, GROUP BEHAVIOR, INTERPERSONAL COMPETENCE, ORGANIZATIONAL CHANGE, PREDICTIVE MEASUREMENT, PROGRAM EVALUATION, RESEARCH, SENSITIVITY TRAINING, TRAINING LABORATORIES, TRANSFER OF TRAINING,

A RESEARCH STUDY CONDUCTED BY THE SMALL AIRCRAFT ENGINE DEPARTMENT OF GENERAL ELECTRIC AND BOSTON UNIVERSITY HUMAN RELATIONS CENTER EXPLORED THE PERSONAL CHARACTERISTICS OF 47 T-GROUP PARTICIPANTS. IN PART 1, THE AUTHORS DISCUSS THE PREDICTOR MEASURES THAT WERE FORMED BEFORE TRAINING. AT THE END OF EACH LABORATORY EACH MEMBER AND THE TRAINERS RATED EVERY OTHER MEMBER ON GROUP BEHAVIOR. THE RELATIONSHIPS BETWEEN PREDICTOR SCORES AND BEHAVIOR MEASURES AND THE CHARACTERISTICS OF T-GROUP CONTRIBUTORS ARE DESCRIBED. IN PART 2, THE AUTHORS DISCUSS CHANGES IN ORGANIZATIONAL BEHAVIOR AS MEASURED BY ORGANIZATIONAL BEHAVIOR DESCRIPTION SURVEYS MADE OF EACH PARTICIPANT BY A SUPERIOR, A PEER, AND A SUBORDINATE BEFORE AND 6 TO 8 WEEKS AFTER TRAINING. THE AUTHORS CONCLUDED THAT PARTICIPANTS BECAME MORE EMOTIONALLY EXPRESSIVE AND SOME BECAME MORE OPEN. PERSONS WHOSE BASIC INTERPERSONAL STYLE IS OPEN PROFITED MOST FROM LABORATORY TRAINING, BUT THE DEVELOPMENT OF TRAINING PROGRAMS FOR PEOPLE WHOSE INTERPERSONAL STYLE IS CLOSED WAS RECOMMENDED. A CONCEPTUAL FRAMEWORK FOR RESEARCH AND BRIEF DESCRIPTIONS OF RESEARCH INSTRUMENTS ARE INCLUDED. (AJ)

ED 011 631 AC 000 763
MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES.
By- JOHNSON, RAYMOND L. AND OTHERS
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *CHANGING ATTITUDES, *ILLITERATE ADULTS, *MEASUREMENT INSTRUMENTS, *TEACHER ATTITUDES, ATTITUDE TESTS, FEMALES, NEGROES, RESEARCH, TABLES (DATA),

AS A FIRST STEP IN A STUDY OF THE ROLE OF ATTITUDE AND ATTITUDE CHANGE AS A VARIABLE IN THE INTERACTION BETWEEN BASIC LITERACY TEACHERS AND THEIR ADULT STUDENTS, A GENERAL PROCEDURE FOR THE CLASSIFICATION OF ATTITUDES BY DETECTING "ATTITUDE CLUSTERS" WAS DEVELOPED. THIS REPORT DISCUSSES HOW THE MEMBER COMPONENTS OF CLUSTERS MAY BE REPRESENTED AS A SIMPLE CLOSED STRUCTURE CALLED A CIRCUMPLEX. CLUSTER ANALYSIS AND THE CONSTRUCTION OF A CIRCUMPLEX WERE USED WITH GROUP DATA OBTAINED FROM A CLASS OF 23 YOUNG NEGRO WOMEN TEACHER TRAINEES IN ADULT BASIC EDUCATION. THIS METHOD IS ALSO APPROPRIATE FOR INTENSIVE STUDY OF A SINGLE SUBJECT. EACH TRAINEE COMPLETED A 100-ITEM ATTITUDE SCALE AT THE BEGINNING OF A 1-WEEK ORIENTATION AND TRAINING COURSE, AND AGAIN AT THE END OF THE COURSE. RESPONDENTS' JUDGMENT FOR EACH ITEM WAS MADE ON A SEVEN-POINT BI-POLAR "TRUE OR FALSE" SCALE, WITH INTERVALS NUMBERED CONSECUTIVELY FROM ONE THROUGH SEVEN. THIS REPORT INCLUDES THE ATTITUDE SCALE USED AND CIRCULANT CORRELATION MATRICES, AND DISCUSSIONS ON THE DETECTION OF CLUSTERS AND THE CONSTRUCTION OF THE CIRCUMPLEX. (AJ)

ED 011 632 AC 000 821
THE UNCOMMON SCHOOL.
By- HOULE, CYRIL O.
SYRACUSE UNIV., N.Y.
PUB DATE 12 OCT 66
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *ADULT EDUCATION, *EDUCATIONAL PHILOSOPHY, *HISTORICAL REVIEWS, *LYCEUMS, CONCORD LYCEUM, DISCUSSION GROUPS, GENERAL EDUCATION, HENRY D. THOREAU, JOSIAH HOLBROOK, SYRACUSE, TOLLEY MEDAL,

IN THIS ADDRESS CYRIL O. HOULE SPOKE ON AN EPISODE IN THE HISTORY OF ADULT EDUCATION, FOCUSING PARTICULARLY ON THE LIFE AND IDEAS OF HENRY D. THOREAU. HE DISCUSSED JOSIAH HOLBROOK, A CONNECTICUT SCHOOLMASTER, AND CREATED AN AMERICAN LYCEUM, NATIONWIDE IN ITS SCOPE, LINKING TOGETHER ALL THOUGHTFUL AND CULTIVATED MEN IN THE CONTINUING PURSUIT OF KNOWLEDGE. ANOTHER LYCEUM AT CONCORD, MASSACHUSETTS CAME INTO BEING IN 1829, AND IN THAT AREA THERE LIVED MANY LITERARY, POLITICAL, RELIGIOUS, AND HUMANITARIAN LEADERS. AS YEARS WENT BY, THE LYCEUM BECAME A SCHEDULED SERIES OF LECTURES AND ENTERTAINMENT. THOREAU, WHO WAS UNHAPPY TO SEE THE LYCEUM LOSING THE INTERACTIN OF FREE MEN, BECAME SECRETARY AND CURATOR OF THE CONCORD LYCEUM. ONE OF HIS CENTRAL CONCERNS WAS THE PROPER RELATIONSHIP OF MEN TO ONE ANOTHER. THOREAU FELT MAN HAD MANY DIFFERENT ASPECTS BUT THE KEY IDEA WAS VOLUNTARY ASSENT. THE LYCEUM WAS A PLACE WHERE THOUGHTFUL MEN COULD MEET TOGETHER TO EDUCATE EACH OTHER AND IT WAS ONE FORM OF TOLERABLE GROUP ASSOCIATION. HOULE CONCLUDED HIS SPEECH BY SAYING THAT CHANCELLOR TOLLEY'S CONCERN FOR ADULT EDUCATION AND HIS INTEREST IN THE HISTORY OF IDEAS FOUND A COMMON MEETING PLACE IN THOREAU'S THOUGHTS. THIS ADDRESS WAS DELIVERED BY THE AUTHOR UPON BEING AWARDED THE WILLIAM PEARSON TOLLEY MEDAL FOR DISTINGUISHED LEADERSHIP IN ADULT EDUCATION (SYRACUSE UNIVERSITY, OCTOBER 12, 1966). (SH)

ED 011 633 AC 000 841
A DISCUSSION OF THE GAP BETWEEN KNOWLEDGE AND USE OF NEW PRACTICES.
By- LOEWENSTEIN, DUANE E. AND OTHERS
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADOPTION (IDEAS), *ADULT CHARACTERISTICS, *AGRICULTURAL SKILLS, *FARMERS, AGE DIFFERENCES, EDUCATIONAL BACKGROUND, KNOWLEDGE LEVEL, OCCUPATIONAL INFORMATION, QUESTIONNAIRES, RESEARCH, RESEARCH REVIEWS,

A STUDY ON FARMERS' USE OF SUGGESTED PRACTICES IN HANDLING ALFALFA CROP PRODUCTION WAS CONDUCTED TO DETERMINE (1) IF SELECTED PERSONAL AND OCCUPATIONAL CHARACTERISTICS MIGHT AFFECT HAY PRODUCTION METHODS, (2) IF A DISCREPANCY EXISTS BETWEEN THE FARMER'S LEVEL OF KNOWLEDGE OF QUALITY HAY PRODUCTION PRACTICES AND HIS USE OF THESE PRACTICES, AND (3) IF THIS DISCREPANCY EXISTS, IN WHAT AREAS. TWO SAMPLE GROUPS WERE USED. FOR ONE, KNOWLEDGE OF QUALITY HAY PRODUCTION PRACTICES WAS DETERMINED, AND FOR THE OTHER, THE USE OF THESE PRACTICES. THE GROUPS WERE MATCHED ON PERSONAL AND OCCUPATIONAL CHARACTERISTICS. A MAILED QUESTIONNAIRE WAS DEVELOPED FOR EACH GROUP. STATISTICAL ANALYSIS SHOWED SIGNIFICANT DIFFERENCES BETWEEN THE KNOWLEDGE OF, AND THE USE OF, MOST FACTORS AND PRACTICES. POSSIBLE EXPLANATIONS FOR THE DIFFERENCES ARE DISCUSSED. THE STUDY SHOWED THAT AN INCREASE IN AGE REDUCED DIFFERENCES BETWEEN KNOWLEDGE AND USE FOR SOME PRACTICES, INCREASED THEM FOR OTHERS, AND HAD NO EFFECT ON THE REMAINDER. EDUCATION, OCCUPATIONAL RATING, AND SIZE OF OPERATION WERE POSITIVELY RELATED TO DIFFERENCES BETWEEN KNOWLEDGE AND USE. THE BIBLIOGRAPHY INCLUDES 53 REFERENCES. (JA)

ED 011 634 AC 000 870
UNITED PRESBYTERIAN NATIONAL EDUCATIONAL SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT. VOLUME I, THE RESEARCH MODEL.
By- WHITMAN, LAURIS B. AND OTHERS
NATIONAL COUNCIL OF CHURCHES OF CHRIST, NEW YORK
UNITED PRESBYTERIAN CHURCH, PHILADELPHIA, PA.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMMUNICATION (THOUGHT TRANSFER), *MODELS, *RELIGIOUS EDUCATION, *RESEARCH METHODOLOGY, *STATISTICAL ANALYSIS, CHURCHES, INSTRUMENTATION, INTERDISCIPLINARY APPROACH, NATIONAL SURVEYS, NEW YORK CITY, PARTICIPANT CHARACTERISTICS, PHILADELPHIA, RESEARCH, TABLES (DATA), TYPOLOGY,

AS PART OF AN OVERALL EVALUATION OF ITS EDUCATIONAL CURRICULUM, THE UNITED PRESBYTERIAN CHURCH, IN 1964, COMMISSIONED THE DEPARTMENT OF RESEARCH OF THE NATIONAL COUNCIL OF CHURCHES TO PROVIDE SYSTEMATIC AND COHERENT PROFILES OF COMMUNICANTS, YOUTH, CHURCH SCHOOL TEACHERS, AND MINISTERS. THIS RESEARCH WAS BASED ON THE INTERDISCIPLINARY

APPROACH TO SOCIAL COMMUNICATION, A PRIOR AND MORE GENERAL PROBLEM THAN LEARNING, DEVELOPED BY BEHAVIORAL SCIENTISTS. THE THEORETICAL MODEL USED WAS BASED ON THE PREMISE THAT SOCIAL ROLE SYSTEMS INTEGRATE BEHAVIOR IN SOCIAL ENVIRONMENTS AND SOCIAL INSTITUTIONS, AND THAT SOCIAL ROLE SYSTEMS ARE COMPOSED OF AT LEAST THREE COMPONENT SYSTEMS--BELIEFS, SKILLS, AND MOTIVATIONS. THIS DOCUMENT, VOLUME I OF THE STUDY, DESCRIBES THE SAMPLING PROCEDURE. TWO-STATE CLUSTER SAMPLING WAS USED, THE FIRST STAGE BEING A SYSTEMATIC RANDOM SAMPLING OF CHURCHES REPRESENTING ALL SYNODS AND GEOGRAPHIC REGIONS OF THE CHURCH. THE SAMPLE CHURCHES BECAME CLUSTERS FROM WHICH THE SAMPLE OF INDIVIDUAL RESPONDENTS WAS DRAWN. OVER 3,000 QUESTIONNAIRES WERE MAILED, THE RESPONSE RATE BEING 67.7 PERCENT. DATA ON RELIGIOUS AFFILIATION WERE CHECKED FOR REPRESENTATIVENESS AGAINST THOSE FROM THE CENSUS OF 1957, THE NATIONAL OPINION RESEARCH CENTER, AND THE SURVEY RESEARCH CENTER AT THE UNIVERSITY OF MICHIGAN. IT WAS FOUND THAT THE SAMPLE WAS BETTER EDUCATED, OLDER, MORE AFFLUENT, AND WITH HIGHER EDUCATIONAL STATUS THAN MOST OTHER RELIGIOUS GROUPS. THE DOCUMENT INCLUDES TABLES AND BIBLIOGRAPHIES. IT WAS PUBLISHED BY THE BOARD OF CHRISTIAN EDUCATION OF THE UNITED PRESBYTERIAN CHURCH, 1321 WALNUT (WITHERSPOON BUILDING), PHILADELPHIA, PENNSYOLVANIA 19107. (ED)

ED 011 635 AC 000 871

UNITED PRESBYTERIAN NATIONAL EDUCATION SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT. VOLUMES IIA AND IIB, COMMUNICATIONS VARIABLES IN THE CHURCH.
By- WHITMAN, LAURIS B. AND OTHERS
NATIONAL COUNCIL OF CHURCHES OF CHRIST, NEW YORK
UNITED PRESBYTERIAN CHURCH, PHILADELPHIA, PA.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHURCHES, *COMMUNICATION (THOUGHT TRANSFER), *COMMUNICATION SKILLS, *PARTICIPANT CHARACTERISTICS, *STATISTICAL ANALYSIS, LANGUAGE SKILLS, MOTIVATION, NEW YORK CITY, PHILADELPHIA, READING SKILLS, RELIGIOUS ATTITUDES, RELIGIOUS BELIEFS, RESEARCH, ROLE PERCEPTION, SKILLS, SOCIAL ATTITUDES, SOCIAL ENVIRONMENT, TABLES (DATA), VALUES,

THE DEPARTMENT OF RESEARCH OF THE NATIONAL COUNCIL OF CHURCHES CONDUCTED A SURVEY FOR THE UNITED PRESBYTERIAN CHURCH OF ITS MEMBERSHIP AND RELIGIOUS BELIEFS. THE AIM WAS TO COMPARE VARIOUS POPULATIONS (CLERGY, COMMUNICANTS, CHURCH SCHOOL TEACHERS, AND YOUTH), CONCERNING THE EXTENT OF THEIR ORTHODOXY. VOLUMES IIA AND IIB OF THE REPORT RELATE TO THE MAJOR PROBLEM OF COMMUNICATION TO THE PARTICIPANT IN RELIGIOUS EDUCATION, AS AFFECTED BY THE COMMUNICATION VARIABLES (OR FILTERS) OF SOCIAL ENVIRONMENT AND THE LOCAL CHURCH, SOCIAL ROLES SYSTEMS, LANGUAGE AND OTHER SKILLS, MOTIVATION SYSTEMS, AND BELIEF SYSTEMS. IT WAS IMPLIED THAT A MESSAGE PASSING THROUGH THESE FILTERS WOULD BE MODIFIED, BUT IT WAS FOUND THAT THE EXTENT TO WHICH FILTERS INFLUENCE COMMUNICATION OF THE BELIEF SYSTEM EXCEEDED THE EXPECTATIONS OF THE RESEARCHERS. THEY TEND TO SCATTER THE MESSAGE AND MAKE IT DIFFUSE AND BROKEN. NONTHEOLOGICAL FACTORS, SOCIOLOGICAL AND SOCIOPSYCHOLOGICAL IN NATURE, SEEM MORE IMPORTANT IN HOLDING CHURCHES TOGETHER AND IN HOLDING INDIVIDUALS IN THE CHURCH. THE DOCUMENT INCLUDES TABLES AND BIBLIOGRAPHIES. IT WAS PUBLISHED BY THE BOARD OF CHRISTIAN EDUCATION OF THE UNITED PRESBYTERIAN CHURCH, 1321 WALNUT (WITHERSPOON BUILDING), PHILADELPHIA, PENNSYLVANIA 19107. (ED)

ED 011 636 AC 000 872

THE UNITED PRESBYTERIAN NATIONAL EDUCATIONAL SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT. VOLUME III, RESEARCH INSTRUMENTS AND TABULATIONS OF RESEARCH DATA.
By- WHITMAN, LAURIS B. AND OTHERS
NATIONAL COUNCIL OF CHURCHES OF CHRIST, NEW YORK
UNITED PRESBYTERIAN CHURCH, PHILADELPHIA, PA.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHURCHES, *MEASUREMENT INSTRUMENTS, *QUESTIONNAIRES, *STATISTICAL DATA, INSTRUMENTATION, INTERDISCIPLINARY APPROACH, INTERVIEWS, NATIONAL SURVEYS, NEW YORK CITY, PERSONNEL DATA, PHILADELPHIA, PROGRAM ATTITUDES, RELIGIOUS EDUCATION, RESEARCH, RESEARCH TOOLS, STATISTICAL ANALYSIS, TABLES (DATA),

THE DEPARTMENT OF RESEARCH OF THE NATIONAL COUNCIL OF CHURCHES CONDUCTED A SURVEY FOR THE UNITED PRESBYTERIAN CHURCH OF ITS MEMBERSHIP AND RELIGIOUS BELIEFS. VOLUME III OF ITS REPORT IS THE STUDY APPENDIXES. THERE ARE MARGINAL TABULATIONS ON THE SAMPLE CHURCHES AND COMMUNITY BACKGROUND, WHICH INCLUDE SUCH INFORMATION AS MEMBERSHIP, BUDGET, PROGRAMS, CURRICULUM USED AT DIFFERENT LEVELS, AND INCOME LEVEL OF THE COMMUNITY. THE TEXT OF THE EXTENSIVE QUESTIONNAIRE USED IN THE STUDY IS INCLUDED. TABLES PRESENT THE DATA GATHERED, UNDER THE HEADINGS OF GENERAL PERSONAL BACKGROUND, THE BIBLE AND PERSONAL BELIEFS, USE OF GENERAL MAGAZINES, INVOLVEMENT IN CHURCH AND COMMUNITY ACTIVITIES, PERSONAL OPINION SCALE, RELIGIOUS BELIEFS, AND USE OF CHURCH-PUBLISHED BOOKS AND MAGAZINES. THIS DOCUMENT WAS PUBLISHED BY THE BOARD OF CHRISTIAN EDUCATION OF THE UNITED PRESBYTERIAN CHURCH, 1321 WALNUT (WITHERSPOON BUILDING), PHILADELPHIA, PENNSYLVANIA 19109. (ED)

ED 011 637 AC 000 873

THE ROLE OF A STATEWIDE SYSTEM OF HOME STUDY IN NEW YORK STATE, A FEASIBILITY STUDY.
By- LYONS, WILLIAM A.
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ADULT EDUCATION, *CORRESPONDENCE COURSES, *CORRESPONDENCE STUDY, *RESEARCH PROPOSALS, ALBANY, AUDIOVISUAL AIDS, COLLEGE CURRICULUM, EDUCATIONAL NEEDS, FINANCIAL SUPPORT, HIGH SCHOOL CURRICULUM, PROGRAMED INSTRUCTION, STATE PROGRAMS,

THE NEW YORK STATE EDUCATION DEPARTMENT HAS RECEIVED FUNDS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (TITLE V) TO INVESTIGATE THE NEED FOR A STATEWIDE HOME STUDY PROGRAM IN NEW YORK ON THE SECONDARY AND COLLEGE LEVELS. THE STUDY WILL INVESTIGATE HOW A PROGRAM OF HOME STUDY WOULD SUPPLEMENT AND STRENGTHEN EXISTING EDUCATIONAL PROGRAMS, AND WILL ATTEMPT TO DETERMINE THE COST AND FINANCIAL FEASIBILITY, ADMINISTRATIVE ARRANGEMENTS, THE ROLE OF NEW TECHNOLOGIES (USE OF RECORDS AND TAPES, PROGRAMED MATERIALS, MOBILE LIBRARIES, AND "TEL-LECTURES,"), AND CONTRACT AVAILABILITY OF PRESENT HOME STUDY COURSES. SPECIAL

ATTENTION WILL BE GIVEN TO THE INSTRUCTIONAL NEEDS OF THE MATURE STUDENT. IN THE PROPOSAL THE AUTHOR DISCUSSES THE HISTORY OF HOME STUDY IN AMERICAN EDUCATION AND IN NEW YORK STATE, AND DESCRIBES HOW A HOME STUDY WORKS. THE AUTHOR POINTS OUT THAT NEW YORK STATE'S SYSTEM OF EDUCATION "AS UNIQUE FEATURES THAT COULD PROVIDE ANSWERS TO CRITICISMS OF THE EDUCATIONAL QUALITY LEVELED AT HOME STUDY EDUCATION. AMONG THESE UNIQUE FEATURES ARE THE REGENTS AND COLLEGE PROFICIENCY EXAMINATIONS TO MEASURE EDUCATIONAL QUALITY, AND STRONG EXISTING EDUCATIONAL PROGRAMS WHICH OFFER TESTING AND GUIDANCE SERVICES TO LOWER THE HIGH DROPOUT RATE OF LEARNERS. (AJ)

ED 011 638 AC 000 915

OUR SOCIETY'S FUTURE--IMPLICATIONS FOR THE ADMINISTRATION OF EXTENSION PROGRAMS.

BY- GRIFFITH, WILLIAM S.

PUB DATE 15 MAY 67

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *DEVELOPING NATIONS, *EDUCATIONAL RESPONSIBILITY, *EXTENSION EDUCATION, *SOCIOECONOMIC INFLUENCES, *UNIVERSITY EXTENSION, EDUCATIONAL CHANGE, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EXTENSION AGENTS, LEADERSHIP RESPONSIBILITY, MADISON, POPULATION GROWTH, RURAL EXTENSION, SOCIAL CHANGE, TECHNICAL ASSISTANCE, UNIVERSITIES, UNIVERSITY OF WISCONSIN, URBAN EXTENSION,

IN AN ADDRESS THE AUTHOR STATES THAT THE POPULATION EXPLOSION VERSUS WORLD FOOD PRODUCTION CAPACITY, TOGETHER WITH URBAN BLIGHT, POVERTY, AND FUNCTIONAL ILLITERACY, INCREASING COMPETITION FOR TRAINED MANPOWER, AND RELATED IMBALANCES IN AMERICAN EDUCATION CONSTITUTE MAJOR TRENDS AND ACUTE PROBLEMS IN TODAY'S SOCIETY. THE AUTHOR FEELS UNIVERSITIES AND THEIR EXTENSION DIVISIONS MUST LEAD THE ATTACK ON NATIONAL AND WORLDWIDE PUBLIC PROBLEMS. EXTENSION METHODS HAVE BEEN SUCCESSFUL IN INCREASING FOOD PRODUCTION IN DEVELOPING NATIONS. HE STATES THAT THE PRIMARY KIND OF TECHNICAL ASSISTANCE NEEDED IS EDUCATION AIMED AT POPULATION CONTROL, RATHER THAN AGRICULTURAL TECHNOLOGY. THE LEADERSHIP OF THE UNIVERSITIES WILL REQUIRE BROADER COOPERATION, NEW LINES OF COMMUNICATION, WISE ALLOCATION OF LIMITED EXTENSION RESOURCES, AND CONTINUING EDUCATION AND PLANNING FOR FUTURE NEEDS. THIS ADDRESS WAS PRESENTED AT THE NATIONAL ADMINISTRATIVE SEMINAR FOR COOPERATIVE EXTENSION (9TH, UNIVERSITY OF WISCONSIN, MAY 15, 1967). (LY)

ED 011 639 AC 000 941

CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA.

BY- LONG, HUEY B.

FLORIDA ST. UNIV., TITUSVILLE, URBAN RESEARCH CTR.

PUB DATE MAY 67

EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *CITY OFFICIALS, *EDUCATIONAL ATTITUDES, *PARTICIPATION, *PROFESSIONAL CONTINUING EDUCATION, *PROGRAM EVALUATION, EDUCATIONAL INTEREST, EDUCATIONAL NEEDS, PARTICIPANT SATISFACTION, QUESTIONNAIRES, RESEARCH, SURVEYS, TITUSVILLE,

THIS STUDY INVESTIGATED CONTINUING EDUCATION ACTIVITIES AND ATTITUDES OF 71 CITY OFFICIALS (MOSTLY MALE AND MIDDLE-AGED) IN SEVEN COUNTIES OF EAST CENTRAL FLORIDA. A QUESTIONNAIRE OBTAINED DATA ON REGULARITY OF EDUCATIONAL ACTIVITIES, PREFERRED METHODS, INTEREST IN EDUCATION RELATED TO THE OFFICIAL'S DUTIES, DESIRED SUBJECT AREAS, ORGANIZATIONS AND INSTITUTIONS CONSIDERED RESPONSIBLE, ATTITUDES TOWARD RESIDENTIAL SHORT COURSES, AND PERCEIVED ADEQUACY OF THE EDUCATIONAL PREPARATION FOR PUBLIC OFFICE. FINDINGS INDICATED THAT APPOINTED CITY OFFICIALS ATTACH GREATER VALUE TO SUCH ACTIVITIES THAN ELECTED OFFICIALS, BUT INTEREST IN GENERAL IS STRONG, PARTICULARLY IN COURSES ON FISCAL POLICY AND MANAGEMENT. HOWEVER, LIMITED PROGRAMS AND TRAVEL REQUIREMENTS WITH ATTENDANT LOSS OF TIME MAKE COURSES UNATTRACTIVE. OFFICIALS PREFER THAT THE FLORIDA LEAGUE OF MUNICIPALITIES AND THE FLORIDA STATE UNIVERSITY SYSTEM ASSUME RESPONSIBILITY FOR EDUCATION. REGIONAL EDUCATION CENTERS MIGHT PROVIDE A CONNECTION BETWEEN THE LOCAL REGION AND THE CAMPUS. A LONGITUDINAL STUDY OF THESE RESPONDENTS AND AN INDEPTH STUDY OF CHARACTERISTICS OF PARTICIPANTS AND NONPARTICIPANTS WOULD BE VALUABLE, AS WOULD PROVISION OF EXPERIMENTAL PROGRAMS. THE QUESTIONNAIRE IS INCLUDED. (LY)

ED 011 640 AC 000 979

THE LECTURE, AN ANALYSIS AND REVIEW OF RESEARCH.

BY- VERNER, COOLIE DICKENSON, GARY

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADULT EDUCATION, *EFFECTIVE TEACHING, *EVALUATION, *LECTURE, *RESEARCH REVIEWS (PUBLICATIONS), AUDIOVISUAL AIDS, BEHAVIOR CHANGE, BIBLIOGRAPHIES, CHANGING ATTITUDES, CLASS SIZE, GROUP DISCUSSION, INFORMATION DISSEMINATION, PROGRAM CONTENT, PROGRAM LENGTH, RETENTION, STUDENT REACTION, TEACHING TECHNIQUES,

RESEARCH ON THE LECTURE TECHNIQUE CONDUCTED WITH ADULT GROUPS HAS BEEN FAR MORE VARIED THAN PREADULT RESEARCH, WHICH HAS BEEN DONE WITHIN THE LIMITATIONS OF THE CLASSROOM METHOD IN AN INSTITUTIONAL SETTING. STUDIES HAVE BEEN MADE OF IMMEDIATE OR DELAYED RECALL OF FACTUAL INFORMATION, OF MODIFICATION OF ATTITUDES OR BEHAVIOR, OF DELIVERY OVER RADIO OR TELEVISION, OF LEARNER PREFERENCES, OF CLASS SIZE, OF STUDENT RESPONSE, AND OF PRESENTATION MODE. THE LECTURE APPEARS TO BE AN EFFECTIVE TECHNIQUE FOR IMPARTING INFORMATION, BUT IT HAS LIMITATIONS WHICH SUGGEST THAT IT IS NOT AS EFFICIENT OR EFFECTIVE AS IT HAS BEEN THOUGHT. IT MUST BE SHORT AND CAREFULLY CONSTRUCTED, SHOULD BE SIMPLE IN LANGUAGE AND STYLE, AND SHOULD PRESENT ONLY MEANINGFUL AND UNCOMPLICATED INFORMATION. IT IS A SUITABLE TECHNIQUE TO IMPART INFORMATION IN A PARTICULAR WAY FOR A SPECIFIC GROUP WHEN THE PURPOSE IS TO AROUSE INTEREST IN A SUBJECT AND WHEN RETENTION OVER TIME IS NOT IMPORTANT. IT SEEMS NOT TO BE APPROPRIATE FOR THE APPLICATION OF SKILLS OR INFORMATION, THE ALTERATION OF ATTITUDES, FOR LONG-RANGE RETENTION, FOR COMPLEX CONTENT MATERIAL, OR WHEN PARTICIPANTS ARE BELOW AVERAGE LEVEL OF INTELLIGENCE, OR WHEN THEY MUST PARTICIPATE IN THE LEARNING ACTIVITY. THE MISUSE OF THE LECTURE AND OF LECTURE-TYPE TECHNIQUES IN ADULT EDUCATION WILL NOT BE ALTERED MATERIALLY UNTIL WE CAN MORE CLEARLY IDENTIFY INSTRUCTIONAL PROCESSES MOST APPROPRIATE FOR VARIOUS LEARNING TASKS. THE DOCUMENT CONTAINS 132 REFERENCES. THIS ARTICLE WAS PUBLISHED IN "ADULT EDUCATION," VOLUME 17, NUMBER 2, WINTER

1967. (EB)

ED 011 641 AC 001 115
THE SOCIETAL DIMENSION, A PROGRAM OF CONTINUING EDUCATION FOR THE STATE UNIVERSITY OF NEW YORK.
By- HELSBY, DEAN
STATE UNIV. OF N.Y., ALBANY
PUB DATE FEB 67
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *EDUCATIONAL OBJECTIVES, *PROGRAM DEVELOPMENT, *STATE PROGRAMS, *UNIVERSITY EXTENSION, ADMINISTRATION, ALBANY, COMMUNITY ROLE, CONTINUING EDUCATION CENTERS, EDUCATIONAL NEEDS, INDEPENDENT STUDY, INTERAGENCY COOPERATION, NONCREDIT COURSES, UNIVERSITIES,

THE NEW YORK STATE UNIVERSITY MASTER PLAN FOR CONTINUING EDUCATION CALLS FOR PROGRAMS FOR THOSE WHO HAVE NOT ACHIEVED INITIAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES, AND FOR THOSE WHO HAVE ACHIEVED INITIAL EDUCATIONAL OBJECTIVES, FOR MAKING ITS RESOURCES AVAILABLE FOR COMMUNITY SERVICE, FOR EXTENDING ITS CULTURAL RESOURCES TO THE PUBLIC, AND FOR MORE FRUITFUL COOPERATION WITH THE CONTRACT COLLEGES AND PRIVATE COLLEGES AND UNIVERSITIES. PROGRAM ELEMENTS WILL INCLUDE CONVENTIONAL DAY AND EVENING COURSES FOR PART-TIME STUDENTS, PROVISIONS FOR INDEPENDENT STUDY (CORRESPONDENCE INSTRUCTION, PROGRAMED INSTRUCTION, EXTENSIVE USE OF AUDIOVISUAL MEDIA, GROUP-STUDY, TELEPHONE CONFERENCES, GUIDANCE AND COUNSELING, AND USE OF LIBRARY RESOURCES), RESIDENTIAL CONTINUING EDUCATION CENTERS, SEQUENTIAL AND OTHER NONCREDIT COURSES FOR CULTURAL ENRICHMENT AND FOR UPDATING SKILLS AND KNOWLEDGE, (FOR EXAMPLE, LEADERSHIP TRAINING AND RESEARCH AND DEMONSTRATION PROJECTS) AND URBAN EXTENSION ACTIVITIES. THE CENTRAL ADMINISTRATION OFFICE OF CONTINUING EDUCATION SHOULD BE CHARGED WITH STATEWIDE POLICY COORDINATION AND FORMULATION, CONSULTATIVE SERVICES, AND FINANCIAL AID, WITH LOCAL CAMPUSES TAKING CHARGE OF BASIC PLANNING AND OPERATION. (LY)

ED 011 642 AL 000 005
AN OUTLINE OF SERBO-CROATIAN NOMINAL MORPHOLOGY, PART I.
By- BIDWELL, CHARLES E.
PUB DATE JUN 66
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *LINGUISTIC ANALYSIS, *NOUNS, *SERBOCROATIAN, GRAMMAR, LANGUAGE PATTERNS, MORPHOLOGY (LANGUAGES), PHONOLOGY, PITTSBURGH, SYNTAX,

THE FIRST PART OF THIS TWO-PART ANALYSIS DESCRIBES MORPHOLOGICAL CHARACTERISTICS OF SERBOCROATIAN NOUNS ONLY. THERE IS A SHORT DISCUSSION OF THE SOURCES AND DIFFICULTIES ENCOUNTERED IN ESTABLISHING WHAT IS THE STANDARD SPEECH FOR THE PURPOSE OF ANALYSIS. NOUNS ARE DIVIDED INTO THREE DECLENSIONAL CLASSES, ACCORDING TO ENDING OF THE GENITIVE SINGULAR CASE. GENDER FEATURES ARE DETERMINED BY TWO FACTORS--SYNTACTIC CONSEQUENCE AND PRONOUN REPLACEMENT. STEMS CONSIST OBLIGATORILY OF A ROOT WITH WHICH THERE MAY OCCUR ONE OR MORE PREFIXES AND SUFFIXES. THE PAPER ALSO DISCUSSES (1) MIXED NOUNS (THOSE OF MIXED GENDERS OR DECLENSIONAL TYPES), (2) "SINGULARIA TANTUM" NOUNS, (3) LENGTH ALTERNATION IN THE NOUN STEM, AND (4) STRESS SHIFTS. ALL SERBOCROATIAN EXAMPLES ARE CITED IN STANDARD SPELLING WITH THE ADDITION OF SYMBOLS FOR ACCENTS AND VOWEL LENGTH. A SHORT BIBLIOGRAPHY IS LISTED AT THE BEGINNING. (AW)

ED 011 643 AL 000 006
AN OUTLINE OF SERBO-CROATIAN NOMINAL MORPHOLOGY, PART II.
By- BIDWELL, CHARLES E.
PUB DATE JUN 66
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *DESCRIPTIVE LINGUISTICS, *GRAMMAR, *MORPHOLOGY (LANGUAGES), *SERBOCROATIAN, ADJECTIVES, DIALECTS, FORM CLASSES (LANGUAGES), NOMINALS, NUMERALS, PITTSBURGH, STRESS PATTERNS,

THE PAPER DESCRIBES MORPHOLOGICAL CHARACTERISTICS OF SERBOCROATIAN NUMERALS, PRONOUNS, AND ADJECTIVES (NOUNS ARE DESCRIBED IN PART I). THE FIRST PART OF THE PAPER DISCUSSES AT SOME LENGTH STRESS PATTERNS OCCURRING IN SERBOCROATIAN NOUN PARADIGMS. THE PATTERNS ARE BASED ON THE DESCRIPTION OF STRESS SHIFTS GIVEN IN THE STANDARD TEXTBOOKS. NEXT, THE THREE TYPES OF NOMINALS ARE SUBDIVIDED INTO CLASSES, AND EACH CLASS IS PROVIDED WITH EXAMPLES AND DISCUSSED SEPARATELY. THE SURVEY OF ADJECTIVE FORMS IS EXTENSIVE, INCLUDING DISCUSSION OF DEFINITE-INDEFINITE FORMS, LENGTHS AND ENDINGS, MORPHOLOGICAL CHANGES, ALTERNATION OF VOWEL LENGTH, INDECLINABLE ADJECTIVES, STRESS ALTERNATION, AND EXAMPLE PARADIGMS. (AW)

ED 011 644 AL 000 029
THE NOMINAL PHRASE IN MODERN HEBREW. PART 1, INTRODUCTION AND ARTICLE
By- ORNAN, UZZI
HEBREW UNIV., JERUSALEM, (ISRAEL)
REPORT NUMBER TR-18 PUB DATE MAY 65
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *HEBREW, *SYNTAX, *TRANSFORMATION THEORY (LANGUAGE), DISCOURSE ANALYSIS, JERUSALEM, KERNEL SENTENCES, MISHNAIC HEBREW, PHRASE STRUCTURE, SEMANTICS, STRUCTURAL ANALYSIS,

THE NOUN PHRASE IN HEBREW IS DESCRIBED IN TERMS OF ITS "TRANSFORMATIONAL" HISTORY. THE NOUN PHRASES OF HEBREW ARE CLASSIFIED ON THE BASIS OF TYPES OF ADJACENT, OR MODIFYING STRUCTURES WITHIN THE NOUN PHRASE. GRAMMATICAL RULES ARE FORMULATED TO RESOLVE PROBLEMS OF SENTENCE AMBIGUITY, THE RELATIONS BETWEEN CERTAIN SENTENCE STRUCTURES, AND PROBLEMS INVOLVING STRETCHES OF SENTENCES. THE STUDY SHOWS THAT DISCOURSE ANALYSIS IS ABLE TO EXPLAIN SUCH PROBLEMS IN HEBREW AS RELATIONS OF ANTECEDENCE AND GRAMMATICAL AGREEMENT ACROSS SENTENCE BOUNDARIES. (KL)

ED 011 645 AL 000 035
BIBLIOGRAPHY AND GLOSSARY FOR CHINESE GRAMMAR.
By- WANG, W. S-Y LIU, LILLIAN
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER RF-PROJ-1483-R-3-POLA-R-5 PUB DATE 22 MAR 63
EDRS PRICE MF-$0.27 HC-$5.72 143P.

DESCRIPTORS- *BIBLIOGRAPHIES, *GLOSSARIES, *MANDARIN CHINESE,

CHINESE, COLUMBUS, GRAMMAR, PROJECT ON LINGUISTIC ANALYSIS (POLA),

THIS BIBLIOGRAPHY LISTS 937 TITLES IN THE FIELD OF CHINESE GRAMMAR FROM AMERICAN AND FOREIGN BOOKS, MAGAZINES, AND JOURNALS. THE AUTHORS AND TITLES ARE LISTED IN PINYIN SYSTEM TRANSCRIPTION WITH A TRANSLATION OF THE TITLE IN ENGLISH AND WITH CHINESE LOGOGRAPHS AFTER THE SOURCE CITATION FOR THOSE ENTRIES ORGINALLY WRITTEN IN CHINESE. ENTRIES ARE CROSS-REFERENCED TO NOTE THE REVIEWS, COMMENTARIES, OR EXCERPTS WHICH REFER TO OTHER ENTRIES. THE GLOSSARY LISTS APPROXIMATELY 250 TECHNICAL LINGUISTIC TERMS, ENGLISH-CHINESE AND CHINESE-ENGLISH, USING BOTH PINYIN TRANSCRIPTION AND LOGOGRAPHS. (JD)

ED 011 646 AL 000 053

GENERATIVE RULES FOR ITALIAN PHONOLOGY.
BY- DI PIETRO, ROBERT J.

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ITALIAN, *PHONOLOGY, *TRANSFORMATION THEORY (LANGUAGE), LINGUISTIC PATTERNS, STRUCTURAL ANALYSIS,

TWO MODELS OF DESCRIPTION, GENERATIVE AND NONGENERATIVE, ARE APPLIED TO THE PHONOLOGY OF ITALIAN TO DETERMINE WHICH OF THE TWO OFFERS A SIMPLER YET MORE COMPREHENSIVE STATEMENT. THE NONGENERATIVE MODEL IS GIVEN IN A LISTING OF PHONEMES AND A BRIEF STATEMENT OF THE PHONOTACTICS AND ALLOPHONICS. THE GENERATIVE MODEL STATES THE FACTS IN 11 REWRITE RULES, WHICH ARE FOLLOWED BY SAMPLES OF ITALIAN WORDS GENERATED FROM THE RULES. THE CONCLUSION IS THAT THE NONGENERATIVE STATEMENT IS SHORTER AND SIMPLER, BUT THE GENERATIVE MODEL IS MORE COMPREHENSIVE. SUCCESSIVE APPLICATIONS OF THE 11 REWRITE RULES PRODUCE AN INFINITE NUMBER OF ITALIAN WORDS WHILE STAYING WITHIN THE RESTRICTIONS OF PERMISSIBLE UNITS AND ARRANGEMENTS. THIS PAPER WAS GIVEN AT THE MEETING OF THE WASHINGTON LINGUISTICS CLUB (NOVEMBER 1965) AND WAS TO BE PUBLISHED IN THE PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF ROMANCE PHILOLOGY (11TH, 1965) UNDER THE TITLE "ESQUISSE D'UNE PHONOLOGIE GENERATIVE DE L'ITALIEN." (IT)

ED 011 647 AL 000 058

A PROGRAM FOR TRANSFORMATIONAL SYNTACTIC ANALYSIS.
BY- PETRICK,S.R.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *ENGLISH, *SYNTAX, *TRANSFORMATION THEORY (LANGUAGE), COMPUTER PROGRAMS, LISP PROGRAMMING LANGUAGES, SENTENCE ANALYSIS,

A CLASS OF TRANSFORMATION GRAMMARS IS DEFINED AND A COMPUTER PROGRAM FOR SENTENCE ANALYSIS IS DESCRIBED AND DOCUMENTED WITH RESPECT TO THIS CLASS. THE PROGRAM EXISTS IN PURE LISP FORM AND IN MIXED LISP AND IBM 7090 ASSEMBLY LANGUAGE FORM. THE PAPER CONTAINS INFORMATION TO PERMIT THE USER TO WRITE HIS OWN TRANSFORMATIONAL GRAMMAR. COMPUTER PROGRAM OPERATING DETAILS AND FORMATS ARE INCLUDED. THE PRINCIPAL DIFFERENCE BETWEEN THIS WORK ON SYNTACTIC ANALYSIS AND THAT OF OTHER GROUPS IS THAT FEW OTHER EFFORTS HAVE BEEN DIRECTED TOWARD THE ANALYSIS OF SENTENCES IN TERMS OF TRANSFORMATIONAL GRAMMAR. (KL)

ED 011 648 AL 000 075

THE APPLICATION OF ENGLISH-WORD MORPHOLOGY TO AUTOMATIC INDEXING AND EXTRACTING. ANNUAL SUMMARY REPORT.
BY- DOLBY, J.L. AND OTHERS
LOCKHEED MISSILES AND SPACE CO., SUNNYVALE, CALIF.
REPORT NUMBER M-21-65-1 PUB DATE APR 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *ENGLISH, *INFORMATION RETRIEVAL, *SYNTAX, ALGORITHMS, DATA PROCESSING, MORPHOLOGY (LANGUAGES), SUNNYVALE,

THE STUDY IS CONCERNED WITH THE LINGUISTIC PROBLEM INVOLVED IN TEXT COMPRESSION--EXTRACTING, INDEXING, AND THE AUTOMATIC CREATION OF SPECIAL-PURPOSE CITATION DICTIONARIES. IN SPITE OF EARLY SUCCESS IN USING LARGE-SCALE COMPUTERS TO AUTOMATE CERTAIN HUMAN TASKS, THESE PROBLEMS REMAIN AMONG THE MOST DIFFICULT TO SOLVE. ESSENTIALLY, THE PROBLEM IS TO IDENTIFY A DISTINGUISHED SUBSET OF THE SENTENCES OF A GIVEN TEXT BY A COMPUTABLE ALGORITHM. THE FIRST QUESTION TO BE ANSWERED IS WHETHER THESE SENTENCES HAVE ANY COMMON LINGUISTIC CHARACTERISTICS. AN ALGORITHM OF SOME SORT EXISTS IN GENERAL BUT A PARTICULAR EXPERIMENT WILL PROVIDE ONLY INFORMATION ABOUT ALGORITHMS OF A GIVEN TYPE. THEREFORE THE PRESENT STUDY IS CONFINED TO ALGORITHMS BASED ON THE SET OF CHARACTERISTICS RELATED TO THE SYNTACTIC STRUCTURE OF ENGLISH SENTENCES. A DESCRIPTION OF THE PART-OF-SPEECH STRUCTURE OF ENGLISH WORDS IS GIVEN. THE EVIDENCE SHOWS THAT THE CRUCIAL FACTOR IS PROPER DETERMINATION OF THE ROLE PLAYED BY AFFIXES. THIS DOCUMENT IS AVAILABLE AS AD 615 424 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, 145 PAGES. (KL)

ED 011 649 AL 000 108

THE QUANTIFICATION OF FUNCTIONAL LOAD--A LINGUISTIC PROBLEM.
BY- HOCKETT, C.F.
RAND CORP., SANTA MONICA, CALIF.
REPORT NUMBER RM-5168-PR PUB DATE OCT 66
EDRS PRICE MF-$0.09 HC-$1.43 33P.

DESCRIPTORS- *LINGUISTIC THEORY, *MATHEMATICAL LINGUISTICS, *MEASUREMENT, *PHONOLOGY, ALLOPHONES, ENTROPY, FUNCTIONAL LOAD, INFORMATION THEORY, PHONEMES, SANTA MONICA, SHANNON THEORY OF COMMUNICATION,

MEASUREMENT CRITERIA ARE DEVELOPED FOR THE QUANTIFICATION OF THE FUNCTIONAL LOAD OF THE PHONEMES OF A LANGUAGE. THE CONCEPT OF FUNCTIONAL LOAD OR YIELD, FROM CERTAIN THEORIES OF LINGUISTIC CHANGE, STATES THAT SOME CONTRASTS BETWEEN THE DISTINCTIVE SOUNDS OF A LANGUAGE DO MORE WORK THAN OTHERS BY OCCURRING MORE FREQUENTLY AND IN MORE LINGUISTIC ENVIRONMENTS THAN OTHER CONTRASTS. THE CRITERIA DEVELOPED, WHICH UTILIZE SHANNON'S MEASURE OF ENTROPY, CAN BE USED TO MEASURE THE WORK OF PHONEMES, ALLOPHONES, OR COMPONENTS AND ARE THUS APPLICABLE IN ALL CURRENT THEORIES OF PHONOLOGY. IT IS SUGGESTED THAT THERE IS A BALANCE POINT IN THE PHONOLOGICAL SYSTEM OF ANY LANGUAGE BETWEEN THE FORCE OF LEAST EFFORT LEADING TO LOWEST REDUNDANCY AND THE NEED TO BE UNDERSTOOD, WHICH LEADS TO LOWER RELATIVE ENTROPY. (KL)

ED 011 650 AL 000 122
COMPUTER-BASED INSTRUCTION AND THE CRITERIA FOR PEDAGOGICAL GRAMMARS.
BY- SPOLSKY, BERNARD
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *CONSTRUCTED RESPONSE, *GRAMMAR, *MODERN LANGUAGE CURRICULUM, *OPTIONAL BRANCHING, APPLIED LINGUISTICS, BRANCHING PARADIGM, CHICAGO, PEDAGOGIC GRAMMAR, PROGRAMED INSTRUCTION,

IN PREPARING MATERIAL FOR COMPUTER-BASED PROGRAMED SELF-INSTRUCTION IN A FOREIGN LANGUAGE, THE AUTHOR STATES IT IS DESIRABLE TO COMBINE TWO PROGRAMING TECHNIQUES, THE USE OF CONSTRUCTED RESPONSES AND THE USE OF A BRANCHING PARADIGM. A BRANCHING PARADIGM ALLOWS STUDENTS TO PROCEED AT THEIR OWN PACE, AND CONSTRUCTED RESPONSES ARE BETTER THAN MULTIPLE-CHOICE RESPONSES IN SHOWING THAT THE STUDENT CAN PRODUCE AS WELL AS RECOGNIZE A CORRECT FORM. IT IS DIFFICULT, HOWEVER, TO PROGRAM A BRANCHING PARADIGM FOR USE WITH CONSTRUCTED RESPONSES. IN THE CASE OF THE ENGLISH VERB PHRASE, FOR EXAMPLE, THIS CAN ONLY BE DONE BY USING A LINGUISTIC DESCRIPTION (SUCH AS A STATE DIAGRAM) WHICH CAN BE PROGRAMED FOR COMPUTER ANALYSIS AND CAN BE CODED FOR ALL CORRECT AND POSSIBLE INCORRECT RESPONSES. IT IS NECESSARY, THEREFORE, THAT ANY PEDAGOGIC GRAMMAR TO BE USED IN PREPARING COMPUTER-BASED TEACHING MATERIAL BE DESIGNED WITH COMPUTER ADAPTABILITY IN MIND. THIS PAPER WAS ORIGINALLY PRESENTED AT THE REGIONAL MEETING OF THE CHICAGO LINGUISTIC SOCIETY (1ST CHICAGO, APRIL 3, 1965) AND IS PUBLISHED IN "LANGUAGE LEARNING," VOLUME 15, NUMBERS 3 AND 4, 1965. (JD)

ED 011 651 AL 000 148
A CLASSROOM INNOVATION--CONTRACTS AND SELF-PACED INSTRUCTION IN CHINESE.
BY- NATHAN, NORMAN
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *CHINESE, *LANGUAGE INSTRUCTION, *TEACHING METHODS, CLASSROOM TECHNIQUES, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, INSTRUCTIONAL INNOVATION, LANGUAGE PROGRAMS, PASADENA,

A GROUP OF 35 HIGH SCHOOL AND JUNIOR COLLEGE STUDENTS PARTICIPATED IN AN EXPERIMENTAL PROGRAM OF SELF-PACED INSTRUCTION IN CHINESE, FOR WHICH THEY EARNED THE EQUIVALENT OF ONE SEMESTER'S CREDIT. THE INSTRUCTOR MADE "CONTRACTS" WITH EACH STUDENT, WHEREBY THE STUDENT WAS GIVEN A CERTAIN TASK USEFUL TO HIS LEARNING CHINESE. ALL TASKS CENTERED AROUND AUDIOLINGUAL AND GRAMMAR-TRANSLATION TRADITIONS. AT FIRST, THE STUDENTS PROGRESSED SO RAPIDLY THAT THEY QUICKLY EXHAUSTED THE SUPPLY OF MATERIALS AVAILABLE. THE CLASSES AS GROUPS COVERED MORE MATERIAL WITH BETTER PERFORMANCE THAN WITH THE PREVIOUSLY USED WHOLE-GROUP MODE OF TEACHING, AND EVENTUALLY SOME STUDENTS REACHED LEVELS OF ENRICHED INSTRUCTION. THE INSTRUCTOR FELT THAT HE HAD A BETTER KNOWLEDGE OF INDIVIDUALS' CAPABILITIES AND THAT COMPRESSING LEVELS OF INSTRUCTION COULD BE ACCOMPLISHED WITHOUT HURTING THE CURRICULUM. THE AUTHOR DESCRIBED THE TEXTS USED AND GAVE EXAMPLES OF TASKS ASSIGNED TO THE STUDENTS. THIS REPORT WAS PUBLISHED IN THE "JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION," VOLUME 1, 1966. (FB)

ED 011 652 AL 000 161
SECTOR ANALYSIS--FROM SENTENCE TO MORPHEME IN ENGLISH.
BY- ALLEN, ROBERT L.
PUB DATE 18 MAR 67
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *ENGLISH, *LINGUISTIC ANALYSIS, *LINGUISTIC THEORY, *TAGMEMIC ANALYSIS, CLAUSID, GRAMMAR, NEW YORK CITY, PREDICATID, SECTOR ANALYSIS,

THE ADVANTAGES OF SECTOR ANALYSIS ARE DISCUSSED, WITH SPECIAL REGARD TO THE SEPARATION OF FUNCTION AND FORM IN SENTENCE ANALYSIS. SECTOR ANALYSIS, LIKE TAGMEMIC ANALYSIS, REJECTS THE USE OF REWRITE RULES FOR EXPRESSING GRAMMATICAL TRANSFORMS, AS WELL AS THE CONCEPT OF "KERNEL SENTENCES." A BRIEF DISCUSSION OF A CHILD'S LANGUAGE ACQUISITION PROCESS IS GIVEN. VARIOUS "SECTORS," OR HIGH LEVEL POSITIONS IN THE SENTENCE, ARE PROPOSED ALONG WITH SUCH DIFFERENT TYPES OF CONSTRUCTIONS AS CLAUSE, CLAUSID, TRUNK, PREDICATE, AND PREDICATID. THE PREDICATID IS CONSIDERED TO BE AN IMPORTANT CONSTRUCTION IN ENGLISH, AS IT CAN OCCUR IN SEVERAL DIFFERENT SECTORS, ON VARIOUS LEVELS, AS WELL AS IN THE SHORTENED SENTENCES OF EVERYDAY CONVERSATION. "GOING HOW NOW.--BEEN WAITING LONG." THE AUTHOR CONCLUDES THAT NOT ALL THE SUBSECTORS ON PREDICATID AND LOWER LEVELS HAVE BEEN INVESTIGATED AS YET. THE ARTICLE IS A CONDENSATION OF A MORE DETAILED ANALYSIS OF ENGLISH GRAMMAR, AND INCLUDES A THOROUGH STUDY OF THREE MODEL SENTENCES. THIS PAPER WAS PRESENTED AT THE GEORGETOWN ROUNDTABLE CONFERENCE (WASHINGTON, D.C., MARCH 18, 1967) AND IS TO BE PUBLISHED IN THE PROCEEDINGS. (FB)

ED 011 653 AL 000 177
THE NATURE OF ENGLISH PLURALIZATION RULES OF KINDERGARTEN CHILDREN.
BY- ANISFELD, MOSHE TUCKER, G. RICHARD
PUB DATE DEC 66
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *ENGLISH, *KINDERGARTEN CHILDREN, *MORPHOPHONEMICS, *NOMINALS, *NOUNS, ALLOMORPHS, COGNITIVE PROCESSES, LANGUAGE ABILITY, LANGUAGE RESEARCH, MORPHEMES, MORPHOLOGY (LANGUAGES),

STUDIES WERE MADE OF THE ABILITY OF KINDERGARTEN CHILDREN TO CONTROL CORRECT PLURALIZATION RULES FOR ENGLISH NOUNS. PRODUCTION AND RECOGNITION TASKS WERE USED, WITH CARTOON PICTURES OF ANIMALS WITH NONSENSE NAMES. THE CHILDREN WERE ASKED TO GIVE SINGULAR NAMES FROM CORRECT PLURAL NAMES, AND VICE VERSA, AND TO CHOOSE THE BEST NAMES FOR THE ANIMALS. TWO FURTHER SERIES OF STUDIES EXAMINED SPECIAL RULES USED BY THE CHILD AND THE NATURE OF HIS PLURALIZATION AS COMPARED TO THE STANDARD RULES OF ADULT ENGLISH SPEAKERS. THE DIFFERENCE BETWEEN PRODUCTION AND RECOGNITION PROCEDURES WAS FOUND TO BE CHARACTERIZED IN TERMS OF PATTERNS OF ERRORS, RATHER THAN SOLELY IN QUANTITATIVE TERMS. IT WAS ALSO DISCOVERED THAT THE SUBJECT DOES NOT RESPOND ONLY ON THE BASIS OF HIS KNOWLEDGE OF A PARTICULAR SET OF LINGUISTIC RULES, BUT USES A LARGER STORE OF KNOWLEDGE, INCLUDING GRAMMATICAL RULES, LANGUAGE HABITS, AND STATISTICAL FACTS. (RL)

ED 011 654 AL 000 252
AN ACTIVE INTRODUCTION TO HINDI.
BY- STONE, JAMES W. MACDOUGALL, BONNIE G.
DEPARTMENT OF STATE, WASH., D.C., FOREIGN SER. INST.
PUB DATE AUG 66
EDRS PRICE MF-$0.09 HC NOT AVAILABLE FROM EDRS. 54P.

DESCRIPTORS- *CLASSROOM PARTICIPATION, *HINDI, *LANGUAGE INSTRUCTION, *ORAL COMMUNICATION, CONVERSATIONAL LANGUAGE COURSES, COURSE CONTENT, DISTRICT OF COLUMBIA, INSTITUTE TYPE COURSES, MICROWAVE COURSE, PATTERN DRILLS (LANGUAGE),

THIS TWO-PART INTRODUCTION TO HINDI INCLUDES METHOD GUIDELINES FOR THE INSTRUCTOR AND EMPHASIZES REPRODUCING CORRECT PRONUNCIATION BEFORE UNDERSTANDING MEANING. THE HINDI MICROWAVE COURSE INCORPORATES 47 CYCLES OF INSTRUCTION, MOST OF WHICH CONTAIN AN M-PHASE (MIMICRY AND MEMORIZATION) AND A C-PHASE (COMMUNICATION). THE DRILLS INTRODUCE BASIC QUESTIONS, CONCENTRATED ON INDIAN CULTURE, WITH A SET OF POSSIBLE ANSWERS FOR EVERYDAY COMMUNICATION. (FB)

ED 011 655 AL 000 259
SUR UNE REGLE DE "CACAPHONIE" (ON A RULE OF "CACAPHONY").
BY- GROSS, MAURICE
CENTRE NAT. RECHERCHE SCIENTIFIQUE, PARIS (FRANCE)
PUB DATE MAR 67
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *FRENCH, *PHRASE STRUCTURE, *TRANSFORMATION THEORY (LANGUAGE), DETERMINERS (LANGUAGES), GRAMMAR, LINGUISTIC PATTERNS, MORPHEMES, NOMINALS, PARIS, SECTION D' AUTOMATIQUE LINGUISTIQUE ET DOCUMENTAIRE, TRANSFORMATIONS (LANGUAGE),

A TRANSFORMATIONAL ANALYSIS OF MODERN FRENCH GRAMMAR IS SIMILAR TO THE "RULE OF CACAPHONY" PROPOSED BY PORT-ROYAL GRAMMARIANS TO AVOID BAD PRONUNCIATION. BY MEANS OF CERTAIN REWRITE RULES, THE CORRECT USAGE OF THE PARTITIVE (DE) CAN BE TAUGHT AND EXPLAINED MORE SIMPLY THAN WAS POSSIBLE USING THE TRADITIONAL METHOD. THE RULE OF CACAPHONY (RC) IS VERY USEFUL IN THE STUDY OF NOUN DETERMINERS AND NOUN COMPLEMENTS, AND REVEALS SOME IMPORTANT NOTIONS ABOUT NOMINAL GROUPS AS FUNCTIONS OF THEIR DETERMINERS AND OF THEIR GRAMMATICAL ROLES IN THE SENTENCE. THE DETERMINERS ARE LIMITED TO THREE CLASSES--(1) THE DEFINITE ARTICLE, (2) POSSESSIVE AND DEMONSTRATIVE ADJECTIVES, AND (3) CARDINAL NUMBERS AND THE FOLLOWING INDEFINITES--THE PLURAL INDEFINITE ARTICLE "DES" (DE LES) AND THE PARTITIVES "DE LA" (DE L') AND "DU" (DE LE OR DE L'). TRANSFORMATION THEORY CAN ALSO BE APPLIED TO NOMINALIZATIONS FROM VERB TO NOUN FORMS, TO PASSIVE CONSTRUCTIONS, AND TO THE STRUCTURING OF ADVERBIAL PHRASES. THIS ARTICLE IS PUBLISHED IN THE FRENCH JOURNAL "ART," NUMBER 4, MARCH 1967. (FB)

ED 011 656 AL 000 321
A PROBLEM IN THE MORPHOLOGY OF RUSSIAN VERBAL ASPECT.
BY- HARRINGTON, RONALD V.
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *DESCRIPTIVE LINGUISTICS, *MORPHOLOGY (LANGUAGES), *MORPHOPHONEMICS, *RUSSIAN, *VERBS, IMPERFECTIVE ASPECT, LEXINGTON,

CONTEMPORARY RUSSIAN VERB STEMS ENDING IN "I" HAVE TWO VARIANT NONFINAL SUFFIXES TO MARK IMPERFECTIVE ASPECT, "IVAJ" AND "AJ." PURELY PHONOLOGICAL FACTORS DO NOT SEEM TO DETERMINE WHICH PREFIX IS USED AND THERE IS LITTLE EVIDENCE FOR A CAUSAL RELATIONSHIP BETWEEN A PARTICULAR PREFIX AND A PREFERRED SUFFIX. IN MANY CASES THE "IVAJ" SUFFIX IS FOUND WITH THE EAST SLAVIC POLNOGLASIE VERB ROOT AND THE "AJ" SUFFIX WITH THE CORRESPONDING SOUTH SLAVIC/CHURCH SLAVIC FORM. HOWEVER, THIS TREND HAS EXCEPTIONS AND DOES NOT APPLY TO ALL VERBS IN THE SUBCLASS. A WORD COUNT OF ITEMS IN THE ACADEMY OF SCIENCES DICTIONARY SHOWS THAT 48 PERCENT OF THE ITEMS TAKE "IVAJ," 42 PERCENT TAKE "AJ," AND 10 PERCENT TAKE EITHER. ASSUMING THESE FIGURES ARE REPRESENTATIVE OF THE WHOLE SUBCLASS, THE SUFFIX "IVAJ" IS THE PRODUCTIVE IMPERFECTIVIZER AND MAY BE GRADUALLY REPLACING "AJ." ON A PRACTICAL LEVEL, HOWEVER, BOTH ARE IN FREQUENT USE AND NO RULE FOR FORMING THE IMPERFECTIVE OF VERBS IN "I" CAN YET BE DRAWN UP. (JD)

ED 011 657 AL 000 331
MODERN LINGUISTICS, ITS DEVELOPMENT AND SCOPE.
BY- LEVIN, SAMUEL R.
PUB DATE MAR 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *LANGUAGE RESEARCH, *LINGUISTICS, *MORPHOLOGY (LANGUAGES), CHOMSKY, ENGLISH CURRICULUM, FRIES, PHONOLOGY, SCIENTIFIC METHODOLOGY, SMITH, STRUCTURAL ANALYSIS, TRAGER, TRANSFORMATION THEORY,

THE DEVELOPMENT OF MODERN LINGUISTICS STARTED WITH JONES' DISCOVERY IN 1786 THAT SANSKRIT IS CLOSELY RELATED TO THE CLASSICAL, GERMANIC, AND CELTIC LANGUAGES, AND HAS ADVANCED TO INCLUDE THE APPLICATION OF COMPUTERS IN LANGUAGE ANALYSIS. THE HIGHLIGHTS OF LINGUISTIC RESEARCH HAVE BEEN DE SAUSSURE'S DISTINCTION BETWEEN THE DIACHRONIC AND THE SYNCHRONIC STUDY OF LANGUAGE, BLOOMFIELD'S WORK WITH PHONEMES AND MORPHEMES, AND VARIOUS STUDIES OF ENGLISH, INCLUDING WORK BY C.C. FRIES, G.L. TRAGER, AND H.L. SMITH, AND MOST RECENTLY BY N. CHOMSKY. IN ADDITION LINGUISTIC RESEARCH HAS ENLARGED TO INCLUDE SUCH DISCIPLINES AS PSYCHOLINGUISTICS AND COMPUTER OR MECHANICAL LINGUISTICS. AS A RESULT OF TRENDS IN MODERN LINGUISTICS, TRADITIONAL METHODS OF TEACHING ENGLISH ARE BEING MODIFIED TO INCLUDE MORE EMPHASIS ON STRUCTURAL AND TRANSFORMATIONAL ANALYSES. THIS DOCUMENT IS A REPRINT FROM THE "JOURNAL OF HIGHER EDUCATION," VOLUME 36, NUMBER 3, MARCH 1965. (FB)

ED 011 658 AL 000 364
LIST OF CHINESE DICTIONARIES IN ALL LANGUAGES. EXTERNAL RESEARCH PAPER.
DEPARTMENT OF STATE, WASHINGTON, D.C.
PUB DATE JAN 67
EDRS PRICE MF-$0.09 HC NOT AVAILABLE FROM EDRS. 91P.

DESCRIPTORS- *CHINESE, *DICTIONARIES, DISTRICT OF COLUMBIA, ECONOMICS, HUMANITIES, LANGUAGES, NATURAL SCIENCES, POLITICAL SCIENCES, SCIENCES, SOCIAL SCIENCES, WADE GILES TRANSLITERATIONS,

A COMPILATION FROM LISTS OF DICTIONARIES USED BY SEVERAL U.S. GOVERNMENT ORGANIZATIONS, THIS DOCUMENT INCLUDES THE

TITLES OF AND INFORMATION CONCERNING DICTIONARIES COVERING OVER 25 TOPICS IN THE SCIENTIFIC AND TECHNICAL FIELDS, AND NUMEROUS AREAS OF ECONOMICS, AND POLITICAL, AND SOCIOLOGICAL TOPICS. MANY CHINESE-FOREIGN LANGUAGE DICTIONARIES ARE ALSO LISTED--CHINESE, ENGLISH, RUSSIAN, FRENCH, GERMAN, JAPANESE, KOREAN, MALAY, MONGOLIAN, SPANISH, THAI, AND VIETNAMESE. A HIGHLY SPECIALIZED, MISCELLANEOUS CATEGORY, CONTAINING PLACE, NAME, AND CHARACTER DICTIONARIES AND SPOKEN LANGUAGE GLOSSARIES IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM OFFICE OF EXTERNAL RESEARCH, ROOM 8840, DEPARTMENT OF STATE, WASHINGTON,D.C. 20520. (NC)

ED 011 659 AL 000 373

COMPARATIVE CHADIC--PHONOLOGY AND LEXICON.
BY- NEWMAN, PAUL MA, ROXANA

PUB DATE AUG 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *AFRO ASIATIC LANGUAGES, *CHAD LANGUAGES, *LANGUAGE CLASSIFICATION, *LEXICOLOGY, *PHONOLOGY, CHADO HAMITIC, COMPARATIVE ANALYSIS, CONSONANTS, DIACHRONIC LINGUISTICS, HAUSA, MANDARA, PRENASALIZATION, PROTO CHADIC,

IN RECENT YEARS IT HAS BEEN DEMONSTRATED THAT A LARGE NUMBER OF THE LANGUAGES IN THE LINGUISTICALLY DIVERSIFIED SUB-SAHARAN AREA OF NORTHERN NIGERIA, THE NORTHERN CAMEROONS, AND THE CHAD REPUBLIC, INCLUDING MANY OF THE LANGUAGES OF THE JOS PLATEAU GROUP, CAN BE CLASSIFIED AS A SINGLE LINGUISTIC UNIT--THE CHAD FAMILY. BY USING THE TRADITIONAL COMPARATIVE METHOD, THE OCCURRENCE OF REGULAR PHONOLOGICAL CORRESPONDENCES WAS ESTABLISHED BETWEEN THE TWO LANGUAGE GROUPS WITHIN THE CHAD FAMILY--BIU-MANDARA AND PLATEAU-SAHEL--AND, BASED ON THESE CORRESPONDENCES, A LIST OF LEXICAL ITEMS AND A CONSONANT CHART OF PROTO-CHADIC WERE RECONSTRUCTED. FROM THESE STUDIES IT SEEMS DOUBTFUL THAT PROTO-CHADIC HAD PRENASALIZED CONSONANTS AS PREVIOUSLY HYPOTHESIZED, AND FURTHER, IT APPEARS THAT LINGUISTIC BORROWING HAS PROBABLY BEEN A SIGNIFICANT FACTOR IN THIS AREA SEVERAL COMPARATIVE LISTS OF SOUND CHANGES AND A PROTO-CHADIC COMPARATIVE WORD LIST ARE INCLUDED. THIS ARTICLE WAS PUBLISHED IN "JOURNAL OF AFRICAN LANGUAGES," VOLUME 5, PART 3, 1966. (NC)

ED 011 660 AL 000 374

PROGRAMMED TEXTBOOKS IN COMMUNICATION.
BY- KING, THOMAS R.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMMUNICATION SKILLS, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, ENGLISH 3200, GRAMMAR, PHONEMICS, PHONETICS, PHYSICS CURRICULUM, STATISTICS,

IN ADDITION TO THE PROGRAMED INSTRUCTION MATERIALS AVAILABLE FOR MATHEMATICS, SCIENCE, AND FOREIGN LANGUAGES, MANY PUBLISHERS ARE NOW PRINTING PROGRAMED MATERIALS IN COMMUNICATIONS. TWENTY-TWO PROGRAMS IN SUCH SUBJECTS AS ENGLISH GRAMMAR, SPELLING IMPROVEMENT, PARLIAMENTARY PROCEDURE, AND DESCRIPTIVE STATISTICS ARE REVIEWED. THE DISCUSSION EMPHASIZES THE POPULATIONS FOR WHICH THE PROGRAMS WERE DESIGNED, THE PROGRAMING TECHNIQUES, AND INDIVIDUAL CONTENT, AND INCLUDES A BRIEF EVALUATION OF EACH PROGRAM. THIS ARTICLE WAS PUBLISHED IN "THE JOURNAL OF COMMUNICATION," VOLUME 17, NUMBER 1, MARCH 1967. (FB)

ED 011 661 AL 000 388

LANGUAGE AND "NATIONALISM" IN SOUTH AFRICA.
BY- BERGHE, P. VAN DEN

PUB DATE NOV 66

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *AFRICAN LANGUAGES, *LANGUAGES, *NATIONALISM, *SOCIOLINGUISTICS, AFRIKAANS, ENGLISH, LANGUAGE INSTRUCTION, OFFICIAL LANGUAGES, SECOND LANGUAGES, SOTHO, SOUTH AFRICA, XHOSA, ZULU,

THE ONLY GROUP IN SOUTH AFRICA TO HAVE DEVELOPED A NATIONALISM BASED, AT LEAST PARTLY, ON ETHNICITY AND LANGUAGE ARE THE AFRIKANERS. DUE TO AFRIKANER FEELINGS OF NATIONALISM, ATTEMPTS HAVE BEEN MADE TO SEGREGATE AFRICANS AND NON-AFRICANS OF DIFFERENT LANGUAGE GROUPS FROM THE AFRIKANERS AND FROM EACH OTHER. MOTHER-TONGUE INSTRUCTION IS STRESSED AT ALL LEVELS OF SCHOOLING DESPITE THE PREFERENCE OF AFRICANS TO BE TAUGHT IN ENGLISH. ASSUMING A MAJORITY GOVERNMENT IN THE FUTURE, THE PRESENT SITUATION, WHEREIN OFFICIAL STATUS IS GRANTED ONLY TO THE TWO MAIN LANGUAGES, ENGLISH AND AFRIKAANS, IS UNLIKELY TO BE ACCEPTABLE TO MOST SOUTH AFRICANS, AND MOST EDUCATED AFRICANS WOULD PROBABLY BE RELUCTANT TO SUBSTITUTE A BANTU LANGUAGE AS THE OFFICIAL TONGUE. GRANTING EQUAL STATUS TO ALL FIVE MAJOR LANGUAGES WOULD BE COSTLY AND ADMINISTRATIVELY INEFFICIENT. ONE WORKABLE SOLUTION SEEMS TO BE TO RECOGNIZE ENGLISH AS THE NATIONAL LANGUAGE, WHILE USING THE OTHER FOUR MAIN LANGUAGES (AFRIKAANS, XHOSA, SOTHO, AND ZULU) AS OFFICIAL REGIONAL SECOND LANGUAGES. (NC)

ED 011 662 AL 000 436

A BIBLIOGRAPHY OF THE UTO-AZTECAN LANGUAGES.
BY- GRIMES, J. LARRY

PUB DATE 29 MAR 66

EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *AMERICAN INDIAN LANGUAGES, *BIBLIOGRAPHIES, *LANGUAGES, *LINGUISTICS, *UTO AZTECAN LANGUAGES, AUSTIN, AZTECAN, COCA, CONTRASTIVE LINGUISTICS, ETYMOLOGY, HOPI, LANGUAGE CLASSIFICATION, MORPHOLOGY (LANGUAGES), NAHUATIL, PHONOLOGY, SHOSHONE, SONORAN, TEWA, TEXBOOKS,

THIS BIBLIOGRAPHY, CONSISTING PRINCIPALLY OF WORKS PRINTED IN ENGLISH AND SPANISH, INCLUDES DOCUMENTS FROM AS EARLY AS 1732 AND UP TO 1965. GENERAL SECTIONS COVER CLASSIFICATION, COMPARATIVE WORKS, BIBLIOGRAPHIES, AND GENERAL WORKS. MORE SPECIFIC SECTIONS DEAL WITH VARIOUS ASPECTS OF THE SONORAN, SHOSHONE, AND AZTECAN FAMILIES, AND THOSE LANGUAGES (HOPI, TEWA, AND COCA) FOR WHICH THE PRECISE CLASSIFICATION IS UNDETERMINED. (NC)

ED 011 663 CG 000 027

THE EFFECTIVENESS OF FULL TIME AND COORDINATED GUIDANCE SERVICES IN THE HIGH SCHOOL. PROJECT ABLE, FOURTH ANNUAL REPORT.
BY- RESWICK, JOSEPH
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER PUB-226-FN-R-148 PUB DATE JAN 66

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *COUNSELING EFFECTIVENESS, *PROGRAM EVALUATION, ATTENDANCE, BROOKLYN, COURSE SELECTION, CULTURALLY DISADVANTAGED, DROPOUTS, GRADE POINT AVERAGE, GUIDANCE SERVICES, HIGH SCHOOLS, NEW YORK CITY, PROJECT ABLE,

THIS ANNUAL REPORT IS AN INTERIM REVIEW FOR THE SCHOOL YEAR 1964-65 OF A 5-YEAR PROJECT WITH THE 1965 GRADUATING CLASSES OF THREE NEW YORK CITY HIGH SCHOOLS. THE PROJECT WAS CONCERNED WITH (1) IDENTIFYING THE POTENTIAL ABILITIES OF THE CULTURALLY DISADVANTAGED STUDENTS, (2) STUDYING THE EFFECTIVENESS OF INCREASED GUIDANCE TIME WITH SUCH STUDENTS, AND (3) ASSESSING THE USE OF FULL-TIME COUNSELORS AND SPECIALIZED PERSONNEL SUCH AS A PSYCHOLOGIST AND A SOCIAL WORKER IN THE HIGH SCHOOLS. ONE HIGH SCHOOL WAS THE CONTROL WITH A GRADE ADVISER SYSTEM OF COUNSELING AND NO INCREASED SERVICES. ONE OF THE EXPERIMENTAL SCHOOLS HAD A FULL-TIME COORDINATOR AND PART-TIME COUNSELORS. THE OTHER EXPERIMENTAL SCHOOL HAD FULL-TIME COUNSELORS AND SPECIALIZED PERSONNEL ON A PART-TIME BASIS. BOTH EXPERIMENTAL SCHOOLS HAD AN EQUAL AMOUNT OF INCREASED GUIDANCE TIME. A RANDOM SAMPLE OF 570 AND MATCHED SAMPLES (SEX, AGE, AND MENTAL ABILITY) OF 192 WERE SELECTED. THE PROJECT HYPOTHESIS WAS THAT INCREASED MOTIVATION, IMPROVED SCHOLASTIC ACHIEVEMENT AND LOWER ATTRITION WOULD RESULT IN THE EXPERIMENTAL SCHOOLS WITH INCREASED GUIDANCE TIME. IN THIS 4TH YEAR OF STUDY, THE CRITERIA OF COURSE SELECTION, COURSE LOAD, TERM AVERAGES, ATTENDANCE RECORDS, AND DROPOUT RATE SHOWED NO SIGNIFICANT EFFECT OF PROJECT ABLE. (NS)

ED 011 664 CG 000 094

SIGNIFICANT ADULTS, CARETAKERS, AND STRUCTURES OF OPPORTUNITY--AN EXPLORATORY STUDY.
By- RIVERA, RAMON J. SHORT, JAMES F., JR.
WASHINGTON STATE UNIV., PULLMAN

PUB DATE NOV 66

EDRS PRICE MF-$0.09 HC-$1.00 45P.

DESCRIPTORS- *JUVENILE GANGS, *LOWER CLASS, *MALES, *MIDDLE CLASS, *YOUTH LEADERS, ADULTS, CHICAGO, PULLMAN, STREET CORNER GROUPS AND PATTERNS OF DELINQUENCY, SUBCULTURE, YOUTH,

IN THIS STUDY, THE AUTHORS EXPLORE THE RELATIONSHIP BETWEEN YOUTHS AND THOSE ADULTS WHO MAY GUIDE THEM IN THE VALUES AND OPPORTUNITIES OF THE ADULT WORLD. IT IS ONE OF A SERIES OF FOUR STUDIES BASED ON THE CHICAGO STUDY, "STREET CORNER GROUPS AND PATTERNS OF DELINQUENCY." ONE HUNDRED AND FIFTY-EIGHT BOYS WERE TAKEN FROM THE POPULATION OF THE ABOVE STUDY AND WERE ASKED TO GIVE THE NAMES OF FOUR ADULTS WITH WHOM THEY TALKED REGULARLY. THESE BOYS AND THE ADULTS THEY CHOSE WERE DIVIDED INTO THE FOLLOWING GROUPS--(1) NEGRO GANG, (2) NEGRO LOWER CLASS, (3) NEGRO MIDDLE CLASS, (4) WHITE GANG, (5) WHITE LOWER CLASS, AND (6) WHITE MIDDLE CLASS. INTERVIEWS WERE THEN HELD WITH 146 ADULTS WHOSE MEDIAN AGE RANGED FROM 35 TO 47. IN THE MIDDLE CLASS COMMUNITIES MORE OF THE ADULTS CHOSEN WERE KNOWN THROUGH PEERS, SUCH AS A FRIEND'S PARENT. IN THE LOWER CLASS COMMUNITIES, THE ADULTS NOMINATED WERE OFTEN "CARETAKERS," ADULTS KNOWN THROUGH FORMAL SETTINGS SUCH AS THE SCHOOL OR CHURCH. ADULTS CHOSEN BY THE GANG BOYS WERE MORE OFTEN NOT IN CARETAKER ROLES AND OF LOWER SOCIOECONOMIC STATUS. THE MOST SIGNIFICANT FINDINGS OF THE INTERVIEWERS WERE THAT ADOLESCENTS ARE NOT AS ANTAGONISTIC TOWARD ADULTS AS OFTEN PROPOSED, AND THAT BOYS IN GANGS ARE NOT IN CONTACT WITH ADULTS WHO ARE OFFERING GUIDANCE FOR FUTURE LIFE AND WORK. (NS)

ED 011 665 CG 000 096

A STUDY OF THE ATTITUDES OF SCHOOL PSYCHOLOGISTS TOWARD THE ROLE OF THE SCHOOL COUNSELOR.
By- KNOWLES, RICHARD T. SHERTZER, BRUCE
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 5 APR 66

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *ATTITUDE TESTS, *ATTITUDES, *COUNSELOR ROLE, *SCHOOL PSYCHOLOGISTS, ADMINISTRATOR ATTITUDES, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, AMERICAN PSYCHOLOGICAL ASSOCIATION, AMERICAN SCHOOL COUNSELOR ASSOCIATION, ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION, DISTRICT OF COLUMBIA, LIKERT PROCEDURE, SPEECHES, TABLES (DATA),

A LIKERT-TYPE ATTITUDE SCALE WAS CONSTRUCTED TO DIFFERENTIATE BETWEEN DUGAN'S DISTINCTION OF TWO VIEWS OF COUNSELOR ROLE AS A SPECIALIST AND AS A GENERALIST. IN A PILOT STUDY, RELIABILITY OF THE INSTRUMENT WAS ESTABLISHED AT .90. USABLE RETURNS OF THE ATTITUDE SCALE WERE RECEIVED FROM 291 ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES) MEMBERS, 289 AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) MEMBERS, 287 AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) MEMBERS, AND 74 MEMBERS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) DIVISION 16. A COMPARISON OF THE DISTRIBUTIONS OF VARIOUS GROUPS ON THE TOTAL TEST SCORE INDICATED THAT SCHOOL PSYCHOLOGISTS SCORED SIGNIFICANTLY MORE IN THE GENERALIST DIRECTION THAN ACES MEMBERS OR EVEN ASCA MEMBERS. HOWEVER, THEY DID NOT SEE THE COUNSELOR AS A GENERALIST AS MUCH AS THE SCHOOL ADMINISTRATORS DID. SCHOOL PSYCHOLOGISTS TENDED TO EMPHASIZE THE GENERALIST ACTIVITIES OF THE COUNSELORS SUCH AS BEING INSTITUTION-RATHER THAN INDIVIDUAL-CENTERED, BEING INFORMATION GIVERS RATHER THAN DOING PERSONAL AND EDUCATIONAL COUNSELING, AND PRESENTING AN EDUCATIONAL RATHER THAN A PSYCHOLOGICAL VIEWPOINT. THIS SHOWS AN INCLINATION OF SCHOOL PSYCHOLOGISTS TOWARD ROLE DIFFERENTIATION AND POINTS TO THE POSSIBILITY OF FRICTION BETWEEN COUNSELORS AND PSYCHOLOGISTS RESULTING FROM ROLE PERCEPTION DIFFICULTIES. THIS SPEECH WAS DELIVERED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (SESSION 197, WASHINGTON, D.C., APRIL 5, 1966). (PS)

ED 011 666 CG 000 097

THE NEED FOR MENTAL HEALTH PROGRAMMING IN THE COMMUTER UNIVERSITY.
By- KYSAR, JOHN E.
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *COLLEGE STUDENTS, *COMMUTING STUDENTS, *MENTAL HEALTH, *NONRESIDENTIAL SCHOOLS, *PSYCHOLOGICAL CHARACTERISTICS, CHICAGO CIRCLE CAMPUS, DEVELOPMENTAL TASKS, FAMILY INFLUENCE, MENTAL HEALTH PROGRAMS, PSYCHOLOGICAL NEEDS, UNIVERSITIES, UNIVERSITY OF ILLINOIS,

AN IMPORTANT FACTOR IN THE COLLEGE LEARNING EXPERIENCE IS THE STUDENT'S SEPARATION FROM HOME AND FAMILY. LARGE NUMBERS OF COMMUTER STUDENTS HAVE AVOIDED THE NORMAL

DEVELOPMENTAL TASK OF LEAVING HOME FOR REASONS OTHER THAN FINANCIAL LIMITATIONS. THE STUDENT MAY, FOR EXAMPLE, HAVE FEELINGS OF INADEQUACY IN THE SOCIAL-SEXUAL SPHERE, OR HIS PARENTS MAY BE FEARFUL OF HIS SEPARATION FROM TRADITIONAL FAMILIAL AND SUBCULTURAL MORES AND VALUES. THE COMBINATION OF STUDENTS FROM BROKEN HOMES, FROM HOMES OF LOWER SOCIOECONOMIC STATUS, AND THOSE STUDENTS WHO HAVE INDIVIDUAL PATHOLOGIES RESULTS IN A HIGHER RATE OF AND A MORE SEVERE PSYCHOPATHOLOGY IN COMMUTER SCHOOL STUDENTS THAN IN RESIDENTIAL SCHOOL STUDENTS. THE SOCIOCULTURAL HETEROGENEITY OF THE CHICAGO CIRCLE CAMPUS OF THE UNIVERSITY OF ILLINOIS IS CONTRASTED WITH THE RESIDENTIAL COLLEGE STUDENT POPULATION. WAYS IN WHICH FAMILY PATHOLOGY MAY IMPEDE A COMPUTER STUDENT'S DEVELOPMENT ARE DISCUSSED. THE URBAN COMMUTER UNIVERSITY HAS ALL THE RESIDENTIAL COLLEGE'S NEEDS FOR A MENTAL HEALTH PROGRAM PLUS ADDITIONAL NEEDS OUTLINED IN THIS ARTICLE. THE STRONG RELATIONSHIP EXISTING BETWEEN PSYCHOSOCIAL DIFFICULTIES AND COLLEGE DROPOUTS INDICATES THE NEED FOR BETTER COLLEGE MENTAL HEALTH PROGRAMS. (PS)

ED 011 667 CG 000 098

STUDENT PERCEPTIONS OF RESIDENCE HALL ENVIRONMENTS--LIVING-LEARNING VS. CONVENTIONAL UNITS. PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, DALLAS, TEXAS, MARCH, 1967).

BY- CENTRA, JOHN A.

PUB DATE MAR 67

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *DORMITORIES, *ENVIRONMENTAL INFLUENCES, *INSTITUTIONAL ENVIRONMENT, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, COLLEGE STUDENTS, DALLAS, DISCRIMINANT ANALYSIS, INTERNAL SCALING, RESEARCH, SPEECHES, STUDENT ATTITUDES, UNIVERSITIES,

LIVING-LEARNING RESIDENCE HALLS WHICH INCLUDE CLASSROOMS, RECREATION FACILITIES, AND FACULTY OFFICES ALONG WITH THE DORMITORY ROOMS WERE COMPARED TO THE MORE CONVENTIONAL RESIDENCE HALLS. IT WAS EXPECTED THAT THE LIVING-LEARNING HALLS FOSTERED A MORE INTELLECTUAL AND COHESIVE ATMOSPHERE. UNDERGRADUATES IN A LARGE UNIVERSITY WHO RESIDED IN ONE OF SIX GROUPS OF CONVENTIONAL HALLS OR FOUR LIVING-LEARNING HALLS WERE GIVEN THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES). THE QUESTIONNAIRE SOUGHT TO DETERMINE STUDENT PERCEPTIONS OF BOTH THE RESIDENCE HALLS AND OF THE TOTAL UNIVERSITY ENVIRONMENT. IN THE ANALYSIS OF THE FIVE SCALES OF THE CUES, THE LIVING-LEARNING RESIDENCE HALLS RATED ABOUT IN THE MIDDLE WITH THE CONVENTIONAL HALLS SHOWING BOTH THE HIGHEST AND LOWEST LEVELS. THIS SUGGESTS THAT THE LIVING-LEARNING RESIDENCE UNITS ALONE DO NOT PROVIDE AN INTELLECTUAL ATMOSPHERE. THE STUDENTS PERCEIVED THE TOTAL UNIVERSITY ENVIRONMENT ABOUT THE SAME AS THEY PERCEIVED THEIR RESIDENCE HALL ENVIRONMENT. THE REPORT SUGGESTS THE NEED FOR FURTHER STUDY ON WHAT HAPPENS IN THOSE RESIDENCE HALLS HAVING A MORE INTELLECTUAL ENVIRONMENT. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 1967). (NS)

ED 011 668 CG 000 099

A SOCIOMETRIC QUESTIONNAIRE AS A GUIDE TO SELECT RESIDENT ASSISTANTS.

BY- WOTRUBA, RICHARD T. CRAWLEY, WILLIAM J.

PUB DATE MAR 67

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *RESIDENT ASSISTANTS, *SOCIOMETRIC TECHNIQUES, *STUDENT CHARACTERISTICS, *STUDENT LEADERSHIP, COLLEGE STUDENTS, DALLAS, DORMITORIES, HOLY CROSS COLLEGE, PEER ACCEPTANCE, SPEECHES, WORCESTER,

IN ORDER TO INSURE THAT ONLY THOSE INDIVIDUALS WHO ARE CAPABLE OF FACILITATING POSITIVE GROWTH WITHIN OTHERS ARE CHOSEN AS RESIDENT ASSISTANTS (RA), IT IS VITALLY IMPORTANT TO USE A METHOD OF SELECTION THAT IS AS SCIENTIFIC AS POSSIBLE. THE PROBLEM WAS TO SEE HOW THE DEAN OF MEN'S OFFICE (DMO) SELECTIONS COMPARED WITH THE PEER-IDENTIFIED LEADERS (PIL). THE METHOD OF INVESTIGATION WAS DESCRIPTIVE, AND THE TOOLS OF MEASUREMENT WERE THE QUESTIONNAIRE, THE INTERVIEW, AND THE CANDIDATE'S APPLICATION AND RECOMMENDATIONS. THE SAMPLE CONSISTED OF 800 SOPHOMORES AND JUNIORS ENROLLED AT HOLY CROSS COLLEGE FULL TIME. THREE HUNDRED OF THESE STUDENTS WERE VYING FOR 60 RA POSITIONS. IT WAS FOUND THAT THE HIGHER THE STUDENT RATES ON THE SOCIOMETRIC PART OF THE SELECTION PROCESS, THE MORE LIKELY HE WILL BE CHOSEN AS A RA. THAT IS, 75 PERCENT OF THE ELIGIBLE PIL WERE CHOSEN BY THE DMO. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 1967). (AUTHOR)

ED 011 669 CG 000 100

COLLEGE STUDENT SUBCULTURES AND PERSONAL VALUES.

BY- APOSTAL, ROBERT A.

REPORT NUMBER R-22 PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.72 16P.

DESCRIPTORS- *COLLEGE STUDENTS, *PERSONAL VALUES, *RESEARCH PROJECTS, *STATISTICAL ANALYSIS, *SUBCULTURE, CHI SQUARE, CLARK TROW TYPOLOGY, CORRELATION, STUDY OF VALUES, T TEST, TABLES (DATA), UNIVERSITY OF MAINE,

THIS STUDY WAS DESIGNED TO FIND OUT IF RELATIONSHIPS EXIST BETWEEN COLLEGE SUBCULTURES AND STUDENT VALUES. ONE HUNDRED AND SIXTY-NINE STUDENTS IN THE TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF MAINE WERE ADMINISTERED THE STUDY OF VALUES, WHICH MEASURES SIX VALUE ORIENTATIONS, AND THE CLARK-TROW TYPOLOGY WHICH DESCRIBES FOUR STUDENT SUBCULTURES. MEANS AND STANDARD DEVIATIONS WERE CALCULATED ON EACH SCALE OF THE STUDY OF VALUES FOR THE GROUP AND FOR SEX, COLLEGE MAJOR, AND COLLEGE SUBGROUPS. T-TESTS OF SIGNIFICANCE WERE COMPUTED BETWEEN VARIOUS TYPES OF MEAN SCORES. USING NUMBER RANKINGS, CHI SQUARES WERE COMPUTED FOR SUBCULTURES BY SEX, COLLEGE, AND ACADEMIC MAJOR COMPARISONS. A SIMPLE VALUES-BY-SUBCULTURE TABULATION FOR EACH OF THE SIX VALUE SCALES WAS PERFORMED. VALUES-BY-IDEAS AND VALUES-BY-COLLEGE ANALYSES REQUIRED THE COMPUTATION OF 12 CHI SQUARES. RESULTS ARE DISCUSSED RELATING TO THE STUDY OF VALUES, COLLEGE STUDENT SUBCULTURES, AND A TEST OF THE HYPOTHESIS THAT NO RELATIONSHIP EXISTS BETWEEN STUDENT VALUES AND SUBCULTURES. ON THE BASIS OF THIS TEST, THE HYPOTHESIS WAS REFUTED. REASONS EXPLAINING WHY SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN VALUES AND SUBCULTURES ARE GIVEN. TABLES ARE INCLUDED. (PS)

ED 011 670 CG 000 101
RESEARCH ON THE USE OF A COUNSELEE PROBLEM CLASSIFICATION PLAN AT THE JUNIOR HIGH LEVEL.
By- BLAKSLEE, ROBERT W.
PUB DATE 67
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *CONFIDENTIAL RECORDS, *COUNSELING, *JUNIOR HIGH SCHOOL STUDENTS, *STUDENT RECORDS, DERRY, EVALUATION TECHNIQUES, NEW HAMPSHIRE, SCHOOL COUNSELOR CLASSIFICATION CATEGORIES, STUDENT CHARACTERISTICS, STUDENT PROBLEMS,

A CLASSIFICATION PLAN FOR MAINTAINING CONFIDENTIAL RECORDS WAS CONSTRUCTED TO HELP THE COUNSELOR SAVE TIME AND STILL HAVE A USABLE RECORD OF HIS SESSIONS AND, WHEN ALL RECORDS ARE ANALYZED AND SUMMARIZED, TO PROVIDE INFORMATION ABOUT THE TYPES OF PROBLEMS EXPERIENCED BY STUDENTS. THE SCHOOL COUNSELOR CLASSIFICATION CATEGORIES CONSISTED OF (1) TWO MAJOR PROBLEM AREAS, INFORMATION GIVING AND PERSONAL-EMOTIONAL, (2) SIX STIMULUS CATEGORIES (THE COUNSELOR'S SUBJECTIVE EVALUATION OF WHY THE COUNSELEE SEEKS COUNSELING OR WHAT CAUSES THE PROBLEM), SELF-UNDERSTANDING, ENVIRONMENTAL UNDERSTANDING, SELF-CONFLICT, OTHER'S CONFLICT, ACADEMIC DIFFICULTIES, GENERAL, AND (3) THE REFERRAL CATEGORIES (INDICATES HOW THE STUDENT ENTERS COUNSELING), SELF, TEACHER, ADMINISTRATOR, PARENT, FRIEND, AND COUNSELOR. COUNSELEES ARE ALSO CLASSIFIED BY SEX, GRADE, AND LENGTH OF TIME INVOLVED FOR EACH COUNSELING SESSION. A SUMMARY OF CHARACTERISTICS OF THE STUDENT POPULATION OF HOOD MEMORIAL JUNIOR HIGH SCHOOL IS BASED ON A STUDY OF 206 INDIVIDUAL COUNSELING SESSIONS AND 51 MULTIPLE SESSIONS USING THE CLASSIFICATION PLAN AS THE BASIC SOURCE OF INFORMATION. A COPY OF THE CLASSIFICATION PLAN IS INCLUDED. (FS)

ED 011 671 CG 000 102
TRENDS IN THE CHARACTERISTICS OF ENTERING COLLEGE STUDENTS, 1961-65.
By- ASTIN, ALEXANDER W.
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
REPORT NUMBER ACE-RR-VOL-1-NO-4-1966 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *COLLEGE STUDENTS, *COMPARATIVE ANALYSIS, *RESEARCH PROJECTS, *STUDENT CHARACTERISTICS, DATA ANALYSIS, DATA COLLECTION, DISTRICT OF COLUMBIA, QUESTIONNAIRES, TABLES (DATA),

EMPIRICAL FINDINGS CONCERNING TRENDS IN ENTERING COLLEGE STUDENTS' CHARACTERISTICS BETWEEN 1961 AND 1965 ARE BASED UPON TWO STUDIES OF 45 INSTITUTIONS. DATA FROM THE STUDIES USED TO FORMULATE THE TRENDS INCLUDE SEX, FATHER'S EDUCATIONAL LEVEL, HIGH SCHOOL GRADE AVERAGE, PROBABLE MAJOR FIELD IN COLLEGE, HIGHEST DEGREE PLANNED, AND EXTRACURRICULAR ACHIEVEMENTS. SELECTED CHARACTERISTICS OF THE SAMPLE OF INSTITUTIONS ARE SHOWN. THE 1961 AND 1965 MEANS AND STANDARD DEVIATIONS FOR 17 STUDENT INPUT CHARACTERISTICS ARE GIVEN. A COMPARISON OF THESE MEANS SHOWS A LARGE INCREASE IN THE PERCENTAGE OF STUDENTS PLANNING GRADUATE STUDY AND SOME VARIATIONS IN STUDENT'S MAJOR FIELD CHOICE. RESULTS OF THE CORRELATION OF EACH 1965 STUDENT INPUT CHARACTERISTICS WITH 1961 DATA SHOW THAT DIFFERENCES IN STUDENT INPUTS ARE RELATIVELY STABLE. ANALYSES WERE THEN PERFORMED TO DETERMINE IF DIFFERENTIAL CHANGES IN STUDENT INPUTS COULD BE PREDICTED FROM INSTITUTIONAL CHARACTERISTICS. DATA LIMITATIONS ARE DISCUSSED. THIS PAPER WAS PRESENTED AT THE MEETING OF THE ASSOCIATION FOR INSTITUTIONAL RESEARCH (1966). (FS)

ED 011 672 CG 000 103
THE COMPUTER IN EDUCATIONAL RESEARCH AND ITS IMPLICATIONS FOR THE COUNSELOR.
By- HAVENS, ROBERT I.
PUB DATE 23 MAR 67
EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *COMPUTERS, *COUNSELOR ROLE, *RESEARCH METHODOLOGY, *STUDENT CHARACTERISTICS, DALLAS, RESEARCH, RESEARCH TOOLS, SPEECHES, STUDENT EVALUATION,

THIS PAPER EMPHASIZES THE COUNSELOR'S NEED FOR RESEARCH INFORMATION ABOUT HIS LOCAL STUDENT POPULATION. NOW THAT ELECTRONIC COMPUTERS ARE MORE AVAILABLE, THE COUNSELOR CAN PRODUCE LOCAL NORMS AND EXPECTANCY TABLES. HE ALSO CAN STUDY THE RELATIONSHIPS OF VARIOUS STUDENT CHARACTERISTICS. THE "SEARCH TECHNIQUE" OF FEEDING A NUMBER OF VARIABLES LIKE INTELLIGENCE, SOCIOECONOMIC STATUS, VALUES, AND OPINIONS INTO THE COMPUTER AND TESTING THE VARIOUS RELATIONSHIPS BETWEEN GROUPS. THIS PROCEDURE OFFERS THE COUNSELOR A MORE EFFECTIVE MEANS OF UNDERSTANDING AND PLANNING FOR VARIOUS INDIVIDUALS IN SCHOOL, AND IT ALSO PROVIDES A SOUNDER BASIS FOR ACTIVE COUNSELING AND FOR THE DECISION-MAKING PROCESS. IT IS SUGGESTED THAT THE COUNSELOR ASSUME LEADERSHIP IN DEVELOPING DATA PROCESSING TECHNIQUES AND IN THE USE OF THE COMPUTER IN THE LOCAL SCHOOL SYSTEM. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 23, 1967). (NS)

ED 011 673 CG 000 104
STUDENT ATTITUDES AND MOTIVATION IN RELATION TO ABILITY GROUPING.
By- ZWEIBELSON, I.
PUB DATE 67
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *ABILITY GROUPING, *EXPERIMENTAL PROGRAMS, *RESEARCH PROJECTS, *STUDENT ATTITUDES, *STUDENT MOTIVATION, DALLAS, FACTOR ANALYSIS, FRYMIER MOTIVATION INVENTORY, GRADE 8, GRADE 9, TEAM TEACHING, ZWEIBELSON ATTITUDE SURVEY,

APPROXIMATELY 180 EIGHTH- AND 180 NINTH-GRADE STUDENTS, PLACED IN THREE ABILITY "TRACKS," WERE ADMINISTERED AN 80-ITEM ATTITUDE SURVEY AND AN 80-ITEM MOTIVATION INVENTORY. THE RESULTS OBTAINED WERE DEVELOPED AS PART OF A LONG-RANGE STUDY TO IMPROVE SCHOOL ATTITUDES AND MOTIVATION THROUGH INCORPORATING A REVISION OF INSTRUCTIONAL AND GROUPING PRACTICES IN SOCIAL STUDIES. THE ATTITUDE INVENTORY ITEMS WERE FACTOR ANALYZED AND ARRANGED IN SEVEN CLUSTERS. THE SCORES FOR EACH OF THE ATTITUDE FACTORS AND THE MOTIVATION SCORE WERE ANALYZED FOR RELATIONSHIPS AND VARIANCE. RESULTS FROM THIS ANALYSIS PLUS OTHER SUPPORTING EVIDENCE SHOWED THAT BRIGHTER STUDENTS HAD LOWER MOTIVATIONAL SCORES THAN THE STUDENTS PLACED IN THE LOWER ABILITY GROUPINGS. AN EXPERIMENTAL PROGRAM USING TEAM TEACHING AND A FLEXIBLE GROUPING ARRANGEMENT RESULTED IN A RELATIONSHIP CHANGE BETWEEN THE TOTAL ATTITUDE SCALE SCORE AND MOTIVATION. A

SIGNIFICANT AND POSITIVE, POST-EXPERIMENTAL RELATIONSHIP BETWEEN THE MOTIVATION INDEX AND THE ATTITUDE TOTAL SCORE WAS IN CONTRAST TO THE PRE-EXPERIMENTAL RELATIONSHIP. IMPROVED ATTITUDES OF THE EXPERIMENTAL GROUP ARE SHOWN FOR THREE VARIABLES. THE VARIED GROUPING OF THE EXPERIMENTAL PROGRAM OFFERED A BROADER BASE FOR STUDENT INTERRELATIONSHIPS. THIS REPORT WAS PREPARED FOR PRESENTATION TO THE 1967 AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 21, 1967). (PS)

ED 011 674 CG 000 105

STUDENT ATTITUDE SURVEY, CLARK HIGH SCHOOL.
By- JEFFS, GEORGE A.
CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NEV.
EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *ATTITUDE TESTS, *EVALUATION TECHNIQUES, *HIGH SCHOOL STUDENTS, *QUESTIONNAIRES, *STUDENT ATTITUDES, CLARK HIGH SCHOOL ATTITUDE SCALE, LAS VEGAS, TABLES (DATA),

AN INVESTIGATION WAS MADE TO DISCOVER CLARK HIGH SCHOOL STUDENTS' ATTITUDES TOWARD PEERS, THE PHYSICAL ENVIRONMENT, TEACHERS, ADMINISTRATORS, THE CURRICULUM, AND EDUCATIONAL VALUES, AND TO CONSTRUCT A STUDENT ATTITUDE INSTRUMENT. A REVIEW OF LITERATURE RELATED TO STUDENT ATTITUDES WAS MADE. EIGHT HUNDRED AND THIRTY-SEVEN CLARK HIGH SCHOOL STUDENTS WERE GIVEN THE CLARK HIGH SCHOOL ATTITUDE SCALE (CHSSAS). THE CHSSAS IS A LIKERT-TYPE ATTITUDE SCALE, CONSISTING OF 65 ITEMS ARRANGED IN SIX SUBSCALES. CORRELATIONS BETWEEN THE SUBSCALES ARE PROVIDED. RESPONSES WERE TRANSFERRED FROM STUDENT RESPONSE CARDS TO IBM KEY-PUNCH CARDS, AND THE NUMBER OF RESPONSES WAS OBTAINED. THE NUMBER OF RESPONSES WAS THEN CONVERTED TO PERCENTAGES, AND MEAN RESPONSE-WEIGHTS FOR SEX AND GRADE LEVELS WERE DETERMINED. ANALYSES OF THE ITEM RESPONSES WERE REPORTED IN 70 TABLES, AND A GENERAL ANALYSIS WAS GIVEN IN FOUR TABLES. A SUMMARY OF THE RESULTS IS GIVEN AND A COPY OF THE QUESTIONNAIRE IS INCLUDED. (PS)

ED 011 675 CG 000 106

AN EXPERIMENTAL PROGRAM FOR THE ADVISING OF FRESHMEN, FINAL REPORT TO THE LOUIS W. AND MAUD HILL FAMILY FOUNDATION.
By- ROSSMANN, JACK E.
MACALESTER COLLEGE, ST. PAUL, MINN.
PUB DATE NOV 66
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *FACULTY ADVISORS, *INSTITUTIONAL ENVIRONMENT, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, COLLEGE STUDENTS, COLLEGES, OMNIBUS PERSONALITY INVENTORY, ST. PAUL,

A 2-YEAR STUDY OF COLLEGE FACULTY ADVISING WITH SELECTED FRESHMEN STUDENTS WAS STUDIED AT MACALESTER COLLEGE. SIX SPECIALLY SELECTED AND PREPARED FACULTY MEMBERS WERE GIVEN RELEASED CLASSTIME TO BE MORE AVAILABLE TO THE STUDENTS ASSIGNED TO THEM. THE HYPOTHESES WERE THAT SUCH AN ADVISORY SYSTEM WOULD RESULT IN (1) GREATER RETENTION OF STUDENTS, (2) HIGHER GRADE POINT AVERAGES, (3) HIGHER SCORES ON ACADEMIC ORIENTATION ON THE OMNIBUS PERSONALITY INVENTORY, (4) HIGHER SCORES ON SCHOLARSHIP AND COMMUNITY AWARENESS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, AND (5) A GREATER SATISFACTION OF STUDENTS WITH THEIR COLLEGE AND ADVISORS. THE FINDINGS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE 120 STUDENTS IN THE SPECIAL PROGRAM AND A SIMILAR SAMPLE OF OTHER STUDENTS. POSSIBLE REASONS SUGGESTED FOR THE LACK OF IMPACT OF SUCH A PROGRAM WERE A CHANGING STUDENT BODY AND THE NEED FOR ADVISING TO BE TIED MORE CLOSELY TO THE CURRICULUM. THE IMPLICATIONS OF THE STUDY WERE THAT FACULTY MEMBERS SHOULD BECOME SPECIALISTS IN ACADEMIC ADVISING AND THAT COLLEGES USE UPPERCLASSMEN AS FRESHMEN ADVISORS. A NUMBER OF QUESTIONS ARE SUGGESTED FOR FUTURE RESEARCH ON ADVISOR PROGRAMS. (NS)

ED 011 676 CG 000 107

PROJECT 13--OUTREACH COUNSELING, MINNEAPOLIS PUBLIC SCHOOLS. PROGRESS REPORT.
By- CUMMING, JOHN F. AND OTHERS
MINNEAPOLIS PUBLIC SCHOOLS, MINN.
PUB DATE JUN 66
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *DEPRESSED AREAS (GEOGRAPHIC), *DROPOUTS, *FOLLOWUP STUDIES, *POST HIGH SCHOOL GUIDANCE, *VOCATIONAL COUNSELING, COMMUNITY RESOURCES, COUNSELING PROGRAMS, DIFFERENTIAL APTITUDE TEST, MINNEAPOLIS, PROJECT 13, YOUTH DEVELOPMENT PROJECT, YOUTH PROGRAMS,

A 1ST-YEAR EVALUATION OF OUTREACH COUNSELING IN FOUR POVERTY AREAS OF MINNEAPOLIS IS PRESENTED. ONE COUNSELOR AND ONE CLERK WERE PLACED IN EACH OF THREE SCHOOLS TO WORK WITH GRADUATES AND DROPOUTS OF THE CLASS OF 1965 AND WITH COMMUNITY MEMBERS OR INSTITUTIONS SEEKING HELP. THE COUNSELOR'S ACTIVITIES INCLUDED CONTACTS WITH THE INDIVIDUAL STUDENTS WHO HAD LEFT SCHOOL, PARENTS, BUSINESS REPRESENTATIVES, SOCIAL AGENCY REPRESENTATIVES, AND EDUCATIONAL INSTITUTIONS. A DETAILED FOLLOWUP STUDY WAS CONDUCTED. RESULTS OF THIS STUDY SHOWED THAT DIFFERENCES BETWEEN THE HIGH SCHOOL GRADUATES AND THE DROPOUTS WERE SIGNIFICANT AT THE .001 LEVEL ON A CHI-SQUARE TEST IN SUCH AREAS AS PRESENT WORK, SCHOOL ATTENDANCE, FATHER'S OCCUPATION, AND FAMILY STATUS. A COMPARISON OF DIFFERENTIAL APTITUDE TESTS SHOWED THE GRADUATES WITH HIGHER MEAN RAW SCORES AND HIGHER AVERAGE MARKS IN THE NINTH GRADE. OTHER AREAS COMPARED WERE VOCATIONAL AND EDUCATIONAL PLANS AND PARTICIPATION IN SCHOOL ACTIVITIES OF THE GRADUATES AND DROPOUTS. THE REPORT SUGGESTS AREAS OF FUTURE WORK FOR THE OUTREACH COUNSELORS AND USES OF DATA COLLECTED IN THE FOLLOWUP STUDY. (NS)

ED 011 677 CG 000 108

BLOCKS TO LEARNING, PLANS FOR THE FUTURE OF THE DIVISION OF PUPIL PERSONNEL SERVICES.
By- LIFTON, WALTER M. AND OTHERS
ROCHESTER CITY SCHOOL DISTRICT, N.Y.
PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *ADMINISTRATIVE CHANGE, *COUNSELING PROGRAMS, *ELEMENTARY SCHOOL GUIDANCE, *PUPIL PERSONNEL SERVICES, ROCHESTER, SCHOOL ORGANIZATION,

THE ROCHESTER CITY SCHOOL DISTRICT, NEW YORK, OFFERED A PROPOSED PLAN FOR THE REORGANIZATION OF THEIR PUPIL PERSONNEL SERVICES. AN APPRAISAL OF THE PRESENT SERVICES SHOWED THAT OVERLAP AND LACK OF COORDINATION WERE AMONG THE MAJOR

PROBLEMS ALONG WITH A SHORTAGE OF NECESSARY PERSONNEL. ON AN EXPERIMENTAL BASIS, COUNSELORS OF VARIOUS TRAINING BACKGROUNDS WERE PLACED IN FIVE ELEMENTARY SCHOOLS ON A FULL-TIME BASIS. EVALUATION OF THIS PROGRAM SHOWED THE PRINCIPALS IN THE SCHOOLS FAVORED A FULL-TIME COUNSELOR, (OVER PART-TIME PUPIL PERSONNEL WORKERS) LIKE PSYCHOLOGISTS AND SOCIAL WORKERS. SUPERVISION OF THE COUNSELORS WAS PLANNED TO TAKE PLACE IN GROUP MEETINGS AND THROUGH COWORKER INTERACTION. THE PROPOSED PLAN REORGANIZED THE SERVICES INTO FOUR DEPARTMENTS WITH SPECIALISTS IN CHILD DEVELOPMENT, GUIDANCE, ATTENDANCE AND RECORD KEEPING, AND PSYCHOLOGICAL AND SOCIAL WORK SERVICES. THE DUTIES AND RESPONSIBILITIES OF EACH DEPARTMENT WERE DETAILED. (NS)

ED 011 678 CG 000 110

ELEMENTARY GUIDANCE--THE DEVELOPMENTALLY CENTERED AND THE CRISIS CENTERED APPROACHES, A REPORT OF THE ANNUAL ALL OHIO ELEMENTARY SCHOOL GUIDANCE CONFERENCE (6TH, TIPP CITY, NOVEMBER 11, 1966).

BY- BAKER, ROY HALEY, MARGARET
TIPP CITY SCHOOLS, OHIO

PUB DATE 11 NOV 66

EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *CHILD DEVELOPMENT, *CONFERENCES, *CRISIS COUNSELING, *ELEMENTARY SCHOOL GUIDANCE, ADLERIAN PSYCHOLOGY, ELEMENTARY SCHOOL COUNSELORS, MENTAL HEALTH, PARENT TEACHER CONFERENCES, PERCEPTUAL DEVELOPMENT, PERCEPTUALLY HANDICAPPED, PLAY THERAPY, STUDENT TESTING, TIPP CITY,

THE PUBLICATION INCLUDES THE SPEECHES OF THE TWO KEYNOTE SPEAKERS, A PROGRESS REPORT OF THE OHIO ELEMENTARY SCHOOL PILOT PROJECTS, AND THE SUMMARIES OF NINE WORK-GROUP SESSIONS. THE TOPICS PRESENTED ARE--IMPLEMENTING DEMOCRACY IN THE CLASSROOM, WORKING WITH GROUPS IN THE CLASSROOM, TESTING IN THE ELEMENTARY SCHOOL, PLAY THERAPY IN THE ELEMENTARY SCHOOL, CHILD DEVELOPMENT AND THE CHILD STUDY PROGRAM, CHILD STUDY IN ACTION, ADLERIAN PSYCHOLOGY IN THE CLASSROOM, MENTAL HEALTH IN THE CLASSROOM, PARENT-TEACHER CONFERENCES, AND COORDINATION AND PERCEPTUAL PROBLEMS IN LEARNING. (AO)

ED 011 679 CG 000 112

THE COUNSELOR GOES TO JAIL.

BY- SILVER, JOSEPH R.

PUB DATE 21 MAR 67

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *REHABILITATION COUNSELING, COMMUNITY AGENCIES (PUBLIC), COUNSELORS, DALLAS, SPEECHES,

DESPITE OBSTACLES AND DIFFICULTIES, THE VALUE OF COMPETENT COUNSELING TO JAIL INMATES AS AN AID TOWARD REDUCING RECIDIVISM AND AS AN AID TO ADJUSTMENT HAS BEEN WELL ESTABLISHED. WHILE THE MOVEMENT IS SLOW, THERE ARE MORE JAILS WHICH ARE EITHER DIRECTLY ADMINISTERING COUNSELING PROGRAMS TO INMATES OR ARE AVAILING THEMSELVES OF SUCH SERVICES FROM VOLUNTARY COMMUNITY AGENCIES. THEY ARE REACHING SOME OF THOSE PEOPLE WHO HAVE ALWAYS RESISTED, CONSCIOUSLY OR UNCONSCIOUSLY, THE HELPING RESOURCES IN THE COMMUNITY. THIS RESISTANCE IS ONE REASON SUCH A HIGH PERCENTAGE OF THE GROUP ARE ACTUALLY REJECTS FROM OTHER COMMUNITY AGENCIES. ON ANY ONE DAY THERE ARE APPROXIMATELY 1 MILLION INDIVIDUALS INVOLVED WITH THE CORRECTIONAL SYSTEM THROUGH PROBATION OR PAROLE, STATE OR FEDERAL PRISONS, OR LOCAL JAILS. THESE PEOPLE ARE SEGREGATED AND MAINTAINED AT AN OPERATIONAL COST OF $1 BILLION PER YEAR. THIS DOES NOT TAKE INTO ACCOUNT THE SUBSIDIARY COSTS INCLUDING SUPPORT OF DEPENDENTS, COSTS TO VICTIMS, ECONOMIC LOSS TO THE COMMUNITY IN PRODUCTION AND TAXES. BETWEEN 40 AND 50 PERCENT OF THESE OFFENDERS ARE GOOD CANDIDATES FOR REHABILITATION THROUGH INTENSIVE COUNSELING. PREVENTION THROUGH REHABILITATION WOULD CUT COSTS SUBSTANTIALLY. THIS PAPER WAS PRESENTED TO THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 21, 1967). (AO)

ED 011 680 CG 000 113

INTERACTION BETWEEN THE STUDENT AND COLLEGE ENVIRONMENT.

BY- CREAGER, JOHN A.

PUB DATE MAR 67

EDRS PRICE MF-$0.09 HC-$0.60 17P.

DESCRIPTORS- *COLLEGE STUDENTS, *COLLEGES, *CONCEPTUAL SCHEMES, *EDUCATIONAL ENVIRONMENT, *STUDENT CHARACTERISTICS, AMERICAN COUNCIL ON EDUCATION, COLLEGE ADMISSION, COLLEGE PLANNING, COUNSELORS, DALLAS, ENVIRONMENTAL INFLUENCES, INTERACTION, MATHEMATICAL MODELS, PREDICTION, SPEECHES,

A THEORETICAL SCHEME WAS DISCUSSED FOR MATCHING STUDENTS TO COLLEGES THROUGH THE USE OF A DIRECTORY WHICH COULD CONTAIN PROFILES OF STUDENT CHARACTERISTICS AND OF COLLEGE ENVIRONMENTAL CHARACTERISTICS. EACH PROFILE WOULD CARRY A DESIGNATED INDEX NUMBER FACTORED FROM THE INPUT OF GIVEN CHARACTERISTIC VARIABLES. WHEN USED BY THE STUDENT AND HIS COUNSELOR, A CORRELATION OF THE INDEX NUMBER OF THE PROFILE MOST LIKE A PROFILE OF THE STUDENT AND THE INDEX NUMBER OF A PARTICULAR COLLEGE WOULD YIELD PREDICTIVE OUTPUT INFORMATION RELEVANT TO ACHIEVEMENT OF SUCH SPECIFIC GOALS, AS ACQUISITION OF A PARTICULAR DEGREE, STIMULATING ACADEMIC ATMOSPHERE, AND FINANCIAL AND GEOGRAPHIC LIMITATIONS. THE COLLEGE ADMISSIONS OFFICER COULD USE THE DIRECTORY TO ASSIST IN THE SELECTION OF THOSE STUDENTS WHO MIGHT BEST AID IN THE MAINTENANCE OR THE ACQUISITION OF PRECONCEIVED STANDARDS. THE HIGH SCHOOL COUNSELOR AND THE ADMISSIONS OFFICER WOULD NOT USE THE DIRECTORY TO MAKE FINALIZED, AUTOMATED PERSONNEL DECISIONS, BUT AS A TOOL TO BE USED ALONG WITH OTHER INFORMATION. THIS PAPER WAS PRESENTED TO THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH, 1967) AS PART OF THE SYMPOSIUM, "IMPLICATIONS OF A PROGRAM OF RESEARCH ON STUDENT DEVELOPMENT IN HIGHER EDUCATION." (AO)

ED 011 681 CG 000 121

RESEARCH--FAMILY GROUP CONSULTATION AND THE SCHOOL COUNSELOR.

BY- ZWETSCHKE, EARL T.
OREGON STATE SYSTEM OF HIGHER EDUCATION, PORTLAND

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *COUNSELING PROGRAMS, *FAMILY COUNSELING, *GROUP COUNSELING, *PROGRAM EVALUATION, *SELF CONCEPT, COUNSELING GROUPS, INDEX OF PERSONAL ADJUSTMENT, PORTLAND, Q SORT, RESEARCH PROJECTS,

A Q-SORT WAS USED TO MEASURE ATTITUDINAL CHANGE BROUGHT ABOUT BY FAMILY GROUP CONSULTATION. NINE FAMILY MEMBERS OF

THREE FAMILIES WERE GIVEN THE Q-SORT AT THE BEGINNING OF COUNSELING AND AGAIN 8 WEEKS LATER. THESE TWO SORTS ASKED THE FAMILY GROUP MEMBERS TO RATE THEIR IDEAL SELF AND THEIR PERCEIVED SELF. THESE RATINGS WERE CORRELATED WITH AN INDEX OF PERSONAL ADJUSTMENT, A SORT WHICH SHOWED HIGH INTER-RATER CORRELATIONS FOR THE STAFF COUNSELORS. THE DATA SHOWED THAT THE Q-SORT IS A FAIRLY RELIABLE MEASURE OF INDIVIDUAL PROGRESS IN COUNSELING AND SERVES AS AN EVALUATION OF THE COUNSELING PROGRAM. THROUGH EXAMPLES OF THE MEMBERS OF ONE FAMILY, IT WAS SHOWN HOW THE SORTS COULD BE CORRELATED. EVALUATION OF INDIVIDUAL COUNSELING GOALS IS ONE AREA OF FAMILY GROUP CONSULTATION REMAINING TO BE EXPLORED. THE EFFECTS OF THE METHOD ON "ACTING-OUT" TEENS AND YOUNGER CHILDREN, ON FAMILIES OF DIFFERENT SOCIOCULTURAL LEVELS, AND ON FAMILY MEMBERS WHO ARE PRIMARILY OBSERVERS IN THE GROUP NEEDS TO BE EVALUATED. (NS)

ED 011 682 CG 000 123

THE ELEMENTARY SCHOOL COUNSELOR AND TEACHER-PUPIL RELATIONS.
By- MAYER, G. ROY AND OTHERS
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *ELEMENTARY SCHOOL GUIDANCE, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, ANALYSIS OF VARIANCE, MICHIGAN STUDENT QUESTIONNAIRE, SELF CONCEPT, SOCIOMETRIC TECHNIQUES, SPEECHES, TEACHER PUPIL RELATIONSHIP SCALE,

AN ATTEMPT WAS MADE TO ASSESS THE EFFECTS OF ELEMENTARY SCHOOL COUNSELORS ON FIFTH- AND SIXTH-GRADE TEACHER-PUPIL RELATIONS. A MODIFIED SOCIOMETRIC DEVICE, THE TEACHER-PUPIL RELATIONSHIP SCALE, WAS SELECTED AS THE CRITERION. FROM EACH OF SEVEN CLASSROOMS, AN EQUAL NUMBER OF SUBJECTS WAS RANDOMLY ASSIGNED TO EACH OF THREE TREATMENT CONDITIONS--COUNSELING, TEACHER-GUIDANCE, AND CONTROL. ON THE BASIS OF MICHIGAN STUDENT QUESTIONNAIRE SCORES, FOUR OF THE SEVEN CLASSROOMS WERE CLASSIFIED AS "DIRECTIVE," AND THREE AS "INDIRECTIVE." THE RESULTS INDICATED THAT THE EFFECT COUNSELORS HAVE ON TEACHER-PUPIL RELATIONS MIGHT DEPEND ON THE TYPE OF CLASSROOM ENVIRONMENT FROM WHICH THEIR COUNSELEES COME. COUNSELORS WERE FOUND TO ENHANCE TEACHER-PUPIL RELATIONS IN "INDIRECTIVE" TYPES OF CLASSROOMS, BUT TO HAVE LITTLE EFFECT ON TEACHER-PUPIL RELATIONS IN "DIRECTIVE" CLASSROOMS. (AUTHOR)

ED 011 683 CG 000 124

DISCOVERING AND DEVELOPING THE COLLEGE POTENTIAL OF DISADVANTAGED HIGH SCHOOL YOUTH, THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM. A REPORT OF THE FIRST YEAR OF A LONGITUDINAL STUDY.
By- TANNER, DANIEL LACHICA, GENARO
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION
PUB DATE JAN 67

EDRS PRICE MF-$0.36 HC-$10.52 263P.

DESCRIPTORS- *COLLEGE PREPARATION, *DISADVANTAGED YOUTH, *SPECIAL PROGRAMS, *STUDENT DEVELOPMENT, *UNDERACHIEVERS, ACHIEVEMENT TESTS, ANALYSIS OF VARIANCE, APTITUDE TESTS, COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM, COLLEGE HIGH SCHOOL COOPERATION, NEW YORK CITY, SUMMER PROGRAMS, UPWARD BOUND,

THIS REPORT PRESENTS A 1ST-YEAR SUMMARY OF THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM INSTITUTED BY THE CITY UNIVERSITY OF NEW YORK AND THE NEW YORK CITY SCHOOL SYSTEM. THE AIM OF THE LONGITUDINAL PROGRAM IS TO IDENTIFY DISADVANTAGED AND UNDERACHIEVING NINTH GRADERS AND TO DEVELOP THEIR COLLEGE POTENTIAL IN SPECIAL HIGH SCHOOL DEVELOPMENT CENTERS. IN THIS 1ST YEAR, 579 STUDENTS WERE IDENTIFIED AND ENROLLED IN FIVE CENTERS WHICH PROVIDED SMALL CLASSES, BLOCK-TIME STUDIES, CULTURAL ACTIVITIES, AND FULL-TIME COUNSELORS. THE UNIVERSITY FACULTY SERVED AS CURRICULUM CONSULTANTS, AND COLLEGE STUDENTS TUTORED THE YOUTH. A SUMMER PROGRAM IN CONNECTION WITH THE "UPWARD BOUND" PROGRAM AT COLUMBIA UNIVERSITY WAS ALSO PROVIDED. RESEARCH USING ACHIEVEMENT AND APTITUDE TESTS IS BEING DONE TO COMPARE THE DISADVANTAGED YOUTH TO REGULAR COLLEGE PREPARATORY YOUTH IN EACH OF THE FIVE HIGH SCHOOLS. THE CENTERS ARE ALSO BEING COMPARED ON SOCIOECONOMIC FACTORS AND STUDENT TEST RESULTS. THE LONGITUDINAL STUDY OFFERS OPPORTUNITY FOR MUCH RELATED RESEARCH, SUCH AS STUDIES OF ATTITUDES AND SELF-CONCEPT OF THE SELECTED STUDENTS. (NS)

ED 011 684 EA 000 026

POLICY OUTCOMES IN PUBLIC EDUCATION.
By- DYE, THOMAS R.
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *EDUCATIONAL POLICY, *MODELS, *POLITICAL INFLUENCES, *SOCIOECONOMIC INFLUENCES, *SYSTEMS ANALYSIS, CENTRALIZATION, DROPOUTS, EXPENDITURES, FEDERAL AID, INCOME, INDUSTRIALIZATION, SCHOOL DISTRICTS, STATE GOVERNMENT, TEACHERS, URBANIZATION,

THE AUTHOR'S POSITION WAS THAT ECONOMIC DEVELOPMENT VARIABLES (LEVEL OF URBANIZATION, INDUSTRIALIZATION, INCOME, AND EDUCATION) ARE MOST CLOSELY CORRELATED TO EDUCATIONAL POLICY OUTCOMES (EDUCATIONAL EXPENDITURES, STATE EFFORTS IN EDUCATION ORGANIZING AND FINANCING PUBLIC SCHOOLS, STATUS OF TEACHERS, AND NUMBER OF DROPOUTS AND SELECTIVE SERVICE MENTAL FAILURES) THAN POLITICAL SYSTEM VARIABLES (PARTISAN CHARACTER, PARTY COMPETITION, POLITICAL PARTICIPATION, AND MALAPPORTIONMENT OF THE STATES). DATA FROM 50 STATES WERE SUBJECTED TO SIMPLE, PARTIAL, AND MULTIPLE REGRESSION ANALYSIS TO ASSESS THE EFFECT OF THE VARIABLES ON EDUCATIONAL POLICY OUTCOMES. SIMPLE CORRELATION COEFFICIENTS COMPUTED FOR ALL RELATIONSHIPS BETWEEN ECONOMIC AND POLITICAL VARIABLES AND EDUCATIONAL POLICY OUTCOMES INDICATED THAT ECONOMIC DEVELOPMENT IS DIRECTLY RELATED TO EDUCATIONAL OUTCOMES. NO MEANINGFUL SIMPLE CORRELATIONS EXIST, HOWEVER, BETWEEN PARTICULAR POLITICAL VARIABLES AND EDUCATIONAL POLICY OUTCOMES. MULTIPLE CORRELATION ANALYSIS CORRELATING ALL ECONOMIC AND POLITICAL VARIABLES AND EDUCATIONAL OUTCOMES SIMULTANEOUSLY EXPLAINS MOST VARIATION AMONG THE 50 STATES IN IMPORTANT POLICY OUTCOMES. THROUGH THE USE OF MULTIPLE-PARTIAL CORRELATION A COMPARISON OF THE INDIVIDUAL EFFECTS OF ECONOMIC AND POLITICAL VARIABLES CAN BE MADE. THE DATA ILLUSTRATE THAT ECONOMIC DEVELOPMENT VARIABLES ARE MORE INFLUENTIAL THAN POLITICAL SYSTEM VARIABLES IN SHAPING POLICY OUTCOMES. (GD)

ED 011 685 EA 000 028

EDUCATION AND POLITICAL COMPETENCE--A PRESCRIPTIVE APPROACH.
By- LITT, EDGAR
PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *POLITICAL SOCIALIZATION, *PUBLIC EDUCATION, *SCHOOL ENVIRONMENT, BEHAVIOR DEVELOPMENT, BEHAVIOR STANDARDS, EUGENE,

THE AUTHOR PROPOSED THAT EDUCATIONAL SYSTEMS SHOULD FOCUS UPON POLITICAL RESOCIALIZATION, THAT IS, THE ATTEMPT TO CREATE NEW COGNITIVE, AFFECTIVE, AND BEHAVIORAL DIMENSIONS OF POLITICAL LEARNING. THE CURRENT POLITICAL SOCIALIZATION PROCESS SERVES TO REINFORCE TRADITIONAL MIDDLE-CLASS VALUES RATHER THAN TO EXPAND POLITICAL PARTICIPATION AND CONSCIOUSNESS AMONG THE PREVIOUSLY APOLITICAL STRATA. TO CREATE THE CONDITIONS OF DEMOCRATIC PARTICIPATION REQUIRES DIRECT ACTION UPON THE EXISTING EDUCATIONAL STRUCTURES. OTHERWISE CURRENT PROCESSES WILL CONTINUE TO FOSTER DEPENDENCE UPON AUTHORITY SYSTEMS, AND OPPORTUNITIES FOR ACQUIRING SHARED POWER AND INTERPERSONAL COMPETENCE WILL BE RESTRICTED. SCHOOLS ARE ONE OF THE FEW INSTITUTIONS WHICH SIGNIFICANTLY REACH INTO THE LIVES OF LOWER STATUS CHILDREN AND WHICH HAVE THE BEHAVIORAL OPPORTUNITIES TO ENHANCE PARTICIPATORY DEMOCRACY. A RESTRUCTURING OF EDUCATIONAL RESOURCES WILL PROVIDE THE CONDITIONS WHICH ARE CLOSELY CORRELATED WITH HIGH EDUCATIONAL AND POLITICAL PERFORMANCE. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON POLITICS AND EDUCATION (UNIVERSITY OF OREGON, JUNE 14-17, 1966). (GD)

ED 011 686 EA 000 051

SCHOOL ADMINISTRATORS VIEW PROFESSIONAL NEGOTIATION.
AMERICAN ASSN. OF SCHOOL ADMINISTRATORS
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *BOARDS OF EDUCATION, *COLLECTIVE NEGOTIATION, *TEACHER ASSOCIATIONS, *TEACHERS, DISTRICT OF COLUMBIA, GRIEVANCE PROCEDURES, SANCTIONS, SCHOOL SUPERINTENDENTS, STATE LEGISLATION, TEACHER STRIKES, UNIONS,

COLLECTIVE NEGOTIATION BY MAJOR PERSONNEL IN THE EDUCATIONAL PROCESS IS DISCUSSED PRIMARILY FROM THE SCHOOL SUPERINTENDENT'S VIEWPOINT. SINCE WORLD WAR II, SCHOOL STAFFS HAVE INCREASINGLY DEMANDED A CHANGE IN THE HIERARCHICAL STRUCTURE AND THE DEVELOPMENT OF A HORIZONTAL CONCEPT OF EDUCATIONAL AUTHORITY. THIS DEMAND IS ATTRIBUTED TO THE INCREASING LEVEL OF PREPARATION AND COMPETENCE OF TEACHERS, THE GROWING SIZE OF SCHOOLS, THE INCREASING TREND TOWARD TEACHING AS A LIFE CAREER, URBANIZATION, AND THE GROWING CONTROL BY TEACHERS OF THEIR OWN PROFESSIONAL STANDARDS. SHARED RESPONSIBILITY--BASED UPON COMMON GOALS AND INTERESTS AMONG TEACHERS, SCHOOL BOARDS, AND ADMINISTRATORS--IS REGARDED AS THE MOST APPROPRIATE CONCEPT FOR COLLECTIVE BARGAINING AMONG PROFESSIONALS IN THE FIELD OF EDUCATION. THE SUPERINTENDENT OF SCHOOLS SHOULD BE AN ACTIVE PARTICIPANT IN THIS PROCESS AS IT RELATES TO THE DEVELOPMENT OF POLICIES WHICH AFFECT THE STAFF AND THE SCHOOL SYSTEMS OPERATION. PARTICULAR ASPECTS OF NEGOTIATION CONSIDERED INCLUDE--(1) ADVANTAGES OF A SINGLE ORGANIZATION AS REPRESENTATIVE OF THE STAFF, (2) COMPOSITION OF THE NEGOTIATING UNIT, (3) TIME AS AN OPEN OR CLOSED ELEMENT OF NEGOTIATION, (4) GRIEVANCE PROCEDURES, KINDS OF SANCTIONS, AND TEACHER STRIKES, (5) STATE LEGISLATIVE DEVELOPMENTS AND GUIDELINES, (6) VALUES OF UNION AFFILIATION, AND (7) THE UNIQUE POSITION OF THE SCHOOL SUPERINTENDENT WITH RESPECT BOTH TO THE EDUCATIONAL PROCESS AND TO THE PROCESS OF PROFESSIONAL NEGOTIATION THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

ED 011 687 EA 000 114

PARTICIPANTS AND PARTICIPATION, A STUDY OF SCHOOL POLICY IN NEW YORK CITY.
BY- GITTELL, MARILYN
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
PUB DATE 67

EDRS PRICE MF-$0.18 HC-$4.80 120P.

DESCRIPTORS- *DECISION MAKING, *EDUCATIONAL PLANNING, *PARTICIPATION, *SCHOOL POLICY, *SCHOOL SYSTEMS, BIBLIOGRAPHIES, BOARDS OF EDUCATION, BUDGETING, CURRICULUM DEVELOPMENT, DECENTRALIZATION, GOVERNMENT ROLE, NEW YORK CITY, POWER STRUCTURE, SCHOOL INTEGRATION, SCHOOL SUPERINTENDENTS, TEACHER SALARIES,

A 3-YEAR STUDY OF DECISION MAKING IN THE NEW YORK CITY SCHOOLS EXPLORES THE POLITICAL FORCES AFFECTING EDUCATIONAL POLICY AND EVALUATES THE RELATIVE OPENNESS OF THE SYSTEM. POLICY MAKERS INCLUDE THE BOARD OF EDUCATION, 31 LOCAL SCHOOL BOARDS, THE SUPERINTENDENT, THE HEAD OFFICE STAFF, THE FIELD STAFF (PRINCIPALS, ASSISTANT PRINCIPALS, DISTRICT SUPERINTENDENTS, AND DEPARTMENT CHAIRMEN), A HEADQUARTERS SUPERVISORY GROUP, LOCAL DISTRICT SUPERINTENDENTS, SUPERVISORY ASSOCIATIONS, THE TEACHERS' UNION, LOCAL CIVIC AND INTEREST GROUPS, AND THE CITY'S PRESS. AS POLICY-FORMULATION FOR AN INCREASINGLY COMPLEX SCHOOL SYSTEM HAS DEMANDED MORE SPECIALIZED KNOWLEDGE, POWER HAS SHIFTED FROM THE BOARD TO PROFESSIONALS IN THE SYSTEM AND TO SPECIAL INTEREST GROUPS. CURRICULUM DEVELOPMENT AND BUDGETING ARE ALMOST COMPLETELY CONTROLLED BY THE HEADQUARTERS SUPERVISORY BUREAUCRACY. IN THE SELECTION OF THE SUPERINTENDENT, THE BOARD OF EDUCATION PLAYS A PRIMARY ROLE. THE DETERMINERS OF SALARY POLICY INCLUDE THE MAYOR AND SPECIAL INTEREST GROUPS AS PARTICIPANTS. PROBLEMS CONCERNING INTEGRATION HAVE PROMPTED THE ACTIVE INVOLVEMENT OF SPECIAL INTEREST GROUPS, FURTHER BREAKING THE MONOPOLY OF POWER VESTED IN THE SMALL CORE OF SUPERINTENDENTS, BOARDS, AND SCHOOL BUREAUCRACIES. SUGGESTIONS FOR DECENTRALIZING THE SYSTEM INCLUDE (1) DEVELOPING EDUCATIONAL PARKS, (2) STRENGTHENING LOCAL SCHOOL BOARDS, (3) DECENTRALIZING ECONOMIC ADMINISTRATION INTO LOCAL SCHOOL DISTRICTS, AND (4) REPLACING THE PRESENT SINGLE DISTRICT WITH SEVERAL COORDINATED SMALLER DISTRICTS. THESE SUGGESTIONS ARE APPLIED TO THE FIVE BOROUGHS OF NEW YORK CITY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR URBAN EDUCATION, 33 W. 42 ST., NEW YORK, N.Y. 10036, FOR $1.00. (JK)

ED 011 688 EA 000 145

THE FLEXIBLE SYSTEM, AN ECONOMIC ANALYSIS OF ADVANTAGES OF THE QUARTERLY CALENDAR IN PUBLIC SCHOOLS.
BY- BAUMAN, W. SCOTT
TOLEDO UNIV., OHIO, COLL. OF BUSINESS ADMIN.
PUB DATE MAR 68

EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *ECONOMIC RESEARCH, *PUBLIC SCHOOL SYSTEMS,

*QUARTER SYSTEM, *YEAR ROUND SCHOOLS, ACHIEVEMENT, EDUCATIONAL FACILITIES, EFFECTIVE TEACHING, EXPENDITURES, OPERATING EXPENSES, SCHOOL SCHEDULES, SCHOOL TAXES, TEACHER SALARIES, TOLEDO,

THE AUTHOR SUBMITS THAT PROBLEMS OF FINANCE AND STUDENT CAPACITY NECESSITATE INCREASED FLEXIBILITY IN SCHOOL PROGRAMS. A POSSIBLE SOLUTION IS PRESENTED--SCHEDULING THE SCHOOL YEAR ON A QUARTER SYSTEM (OR THE FLEXIBLE SYSTEM)--UNDER WHICH ONLY 75 PERCENT OF THE STUDENTS WOULD BE IN SCHOOL AT THE SAME TIME AND THE SCHOOL YEAR WOULD BE EXTENDED TO 11 MONTHS. THIS SYSTEM WOULD INCREASE TEACHER EFFECTIVENESS BY GIVING TEACHERS PROFESSIONAL WORK 11 MONTHS A YEAR AND SUBSTANTIALLY INCREASING THEIR SALARIES. SUCH A PROGRAM WOULD ALSO GIVE STUDENTS GREATER FLEXIBILITY IN PROGRAM PLANNING. ACCELERATED AND DECELERATED PROGRAMS COULD BE EFFECTED MORE EASILY. TWO POSSIBLE FLEXIBLE SYSTEMS ARE PROPOSED--(1) THE PUPIL ROTATION PLAN, AND (2) THE CONSTANT QUARTER PLAN, BOTH OF WHICH ARE DETAILED IN THE REPORT. (HW)

ED 011 689 EA 000 158

EDUCATION BEYOND THE HIGH SCHOOL, A PROJECT FOR OREGON.
BY- HOWARD, JOHN AND OTHERS
OREGON STATE EDUCATIONAL COORDINATING COUNC.,SALEM
PUB DATE 7 OCT 66
EDRS PRICE MF-$0.63 HC-$10.80 470P.

DESCRIPTORS- *COLLEGES, *EDUCATIONAL OBJECTIVES, *FACULTY, *GRADUATE STUDY, *POST HIGH SCHOOL EDUCATION, COMMUNITY COLLEGES, CONTINUING EDUCATION, COOPERATIVE PLANNING, EDUCATIONAL TELEVISION, ENROLLMENT TRENDS, FINANCIAL SUPPORT, GRANTS, PRIVATE SCHOOLS, SALEM, STATE AID, STUDENTS, TUITION, VOCATIONAL EDUCATION,

OREGON'S POST-HIGH SCHOOL EDUCATION PROGRAM IS ANALYZED, AND A MASTER PLAN IS PROPOSED BY A COMMITTEE REPRESENTING PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES OF OREGON. BASES FOR THE STUDY INCLUDE DISCUSSIONS WITH REPRESENTATIVES OF EDUCATION, BUSINESS, LABOR, AND GOVERNMENT, AND STAFF REPORTS FROM A VARIETY OF AGENCIES, INDIVIDUALS, AND INSTITUTIONS. OBJECTIVES INCLUDE (1) POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES, (2) EDUCATION IN THE ARTS AND SCIENCES, (3) OCCUPATIONAL PREPARATION, (4) RESEARCH AND ITS APPLICATION, (5) CONTINUING EDUCATION PROGRAMS, AND (6) GUIDANCE AND COUNSELING SERVICES. POPULATION CHARACTERISTICS FOR THE STATE ARE PROJECTED TO 1985, AND POST-HIGH SCHOOL ENROLLMENT TRENDS TO 1975. RECOMMENDATIONS ARE MADE CONCERNING ADMISSIONS PRACTICES, TUITION AND FEES, AND STUDENT FINANCIAL AID PROGRAMS. SPECIFIC ASPECTS OF GRADUATE EDUCATION, THE STATE SYSTEM OF HIGHER EDUCATION, PRIVATE OR INDEPENDENT COLLEGES AND UNIVERSITIES, COMMUNITY COLLEGES, PROPRIETARY SCHOOLS, AND CONTINUING EDUCATION ARE REVIEWED. FACULTY, FACILITIES, STATE FISCAL BASIS FOR SUPPORT OF EDUCATION, AND ASPECTS OF STATE-LEVEL COORDINATION FOR THE VARIOUS TYPES OF INSTITUTIONS ARE DISCUSSED. A SUMMARY RATIONALE STRESSES THE NEED FOR VARIETY IN EDUCATIONAL LEARNING OPPORTUNITIES AND PROVIDES THE BASIS FOR RECOMMENDATIONS RELATED TO ALL AREAS OF POST-HIGH SCHOOL EDUCATION. (JK)

ED 011 690 EA 000 205

YEAR-ROUND SCHOOLS FOR POLK COUNTY, FLORIDA, A FEASIBILITY STUDY.

BY- WHITE, J. B. AND OTHERS
FLORDIA EDUCATIONAL RES. AND DEV. COUNCIL
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *ACCELERATED PROGRAMS, *QUARTER SYSTEM, *SUMMER PROGRAMS, *TRIMESTER SCHEDULES, *YEAR ROUND SCHOOLS, BIBLIOGRAPHIES, COSTS, EXPENDITURES, GAINESVILLE, INSTRUCTIONAL STAFF, PARENT REACTION, POLK COUNTY, PUBLIC RELATIONS, SCHOOL SCHEDULES, TEACHER SALARIES,

TO EVALUATE YEAR-ROUND SCHOOLS, POLK COUNTY, FLORIDA, SCHOOLS REQUESTED A STUDY OF THE LITERATURE ON YEAR-ROUND OPERATION OF PUBLIC SCHOOLS AND A NATIONWIDE SURVEY OF STATE DEPARTMENTS OF EDUCATION. NEW YORK, CALIFORNIA, AND FLORIDA WERE FOUND TO OPERATE SOME SCHOOLS ON A YEAR-ROUND BASIS. THREE OF SEVEN OUTLINED PLANS WERE SELECTED FOR SPECIAL ANALYSIS--REGULAR YEAR PLUS SUMMER ATTENDANCE, STAGGERED FOUR QUARTERS, AND THE TRIMESTER PLAN. UNDER THE QUARTER SYSTEM, A POLK COUNTY ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 540 PUPILS TO OPERATE AT LOWER COST THAN THE PRESENT SYSTEM ALLOWS BECAUSE INSTRUCTIONAL SALARIES AMOUNT TO 80 PERCENT OF ALL CURRENT EDUCATIONAL EXPENSES IN POLK COUNTY. UNDER THE TRIMESTER SYSTEM, THE ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 432 PUPILS TO OPERATE WITH A LOWER TOTAL INSTRUCTIONAL SALARIES COST. JUNIOR AND SENIOR HIGH SCHOOLS WOULD REQUIRE MORE TEACHERS AND HIGHER SALARIES FOR BOTH THE QUARTER AND TRIMESTER SYSTEMS BECAUSE THEY MUST OFFER A WIDE RANGE OF SUBJECTS REQUIRING A LARGER PROPORTIONATE TEACHING STAFF THAN ELEMENTARY SCHOOLS. OTHER COST DIFFERENTIALS INCLUDE ADMINISTRATION, PLANT OPERATION, AUXILIARY CHARGES, FIXED CHARGES, AND CAPITAL OUTLAY. SPECIAL PROBLEMS INCLUDE ADMINISTRATION, PLANT MAINTENANCE, TEACHER RECRUITMENT AND RETENTION, CURRICULUM DEVELOPMENT, PUPIL REASSIGNMENT, AND PUBLIC RELATIONS. PUBLIC REACTION FROM 4,210 RESPONDENTS (2,477 PARENTS, 487 TEACHERS, AND 1,246 STUDENTS) FAVORED THE REGULAR SCHOOL YEAR PLUS SUMMER PROGRAM OPERATED WITHOUT COST TO PARENTS BUT WITH ATTENDANCE COMPULSORY FOR STUDENTS NOT PROMOTED AND VOLUNTARY FOR OTHERS. AN EIGHTH PLAN PROVIDING 210 DAYS OF CONTINUOUS STUDY FOR ALL PUPILS IS RECOMMENDED AS THE BEST MEANS OF INCREASING THE EDUCATIONAL QUALITY LEVEL AND OBTAINING THE GREATEST AMOUNT OF EDUCATIONAL RETURN PER DOLLAR INVESTED IN THE PUBLIC SCHOOLS. (JK)

ED 011 691 EA 000 210

THE PRINCIPAL IN PROFILE, A STUDY OF KENTUCKY SENIOR HIGH SCHOOL PRINCIPALS.
BY- FRADY, CLAUDE
KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION
PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *PRINCIPALS, *PROFILE EVALUATION, *SENIOR HIGH SCHOOLS, EDUCATIONAL BACKGROUND, INDIVIDUAL CHARACTERISTICS, LEXINGTON, OPINIONS, QUESTIONNAIRES, SALARIES, TABLES (DATA),

FROM THE 206 QUESTIONNAIRES RETURNED FROM THE 337 KENTUCKY PUBLIC SENIOR HIGH SCHOOLS, THE AUTHOR FOUND A COMPOSITE PRINCIPAL WHO IS--(1) A FAMILY MAN IN HIS MIDDLE FORTIES, BORN AND EDUCATED IN KENTUCKY, (2) A SOLID, ACTIVE MEMBER OF HIS SOCIAL COMMUNITY, AND (3) A MEMBER OF HIS PROFESSIONAL ASSOCIATIONS, ATTENDING ONE CONVENTION YEARLY

AND CONSIDERING "THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS BULLETIN" TO BE HIS MOST VALUABLE PROFESSIONAL PERIODICAL, AND PLANNING TO CONTINUE PRINCIPALSHIP. HE FAVORS (1) THE SUPREME COURT DECISIONS ON PRAYER, SCHOOL INTEGRATION, AND FACULTY DESEGREGATION, (2) FEDERAL AID TO PUBLIC SCHOOLS, (3) REQUIREMENT OF 18 CREDITS FOR HIGH SCHOOL GRADUATION, (4) IMPROVEMENT OF THE ENGLISH CURRICULUM, (5) EMPHASIS ON GENERAL EDUCATION, AND (6) HIGH SCHOOL EDUCATION FOR ALL. HE HOLDS A CONSERVATIVE VIEW TOWARD THE UNGRADED HIGH SCHOOL, THE CARNEGIE UNIT, EDUCATIONAL TELEVISION, AND TEAM TEACHING. HE BELIEVES THAT COLLEGES INFLUENCE HIGH SCHOOL COURSE OFFERINGS MORE THAN ANY OTHER INSTITUTION AND THAT NEITHER COLLEGE INSTRUCTORS NOR PROFESSORS ARE AWARE OF THE REALITIES OF PUBLIC HIGH SCHOOL EDUCATION. FROM COMPARISON WITH A 1950 STUDY, THE AUTHOR CONCLUDED THAT BOTH PRINCIPAL AND PRINCIPALSHIP HAVE IMPROVED. THE 33 QUESTIONS OF THE OPINION PROFILE ARE REPRODUCED. THIS ARTICLE WAS PUBLISHED IN THE "BULLETIN OF THE BUREAU OF SCHOOL SERVICE," VOLUME 38, NUMBER 3, MARCH 1966, OF THE COLLEGE OF EDUCATION, UNIVERSITY OF KENTUCKY, AND IS ALSO AVAILABLE FROM THE UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY 40506, FOR $1.00. (JB)

ED 011 692 EA 000 276

MERIT RATING FOR SALARY INCREASES AND PROMOTIONS.
BY- BOLIN, JOHN G. MUIR, JOHN W.
GEORGIA UNIV., ATHENS, INST. OF HIGHER EDUCATION
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *FACULTY EVALUATION, *FACULTY PROMOTION, *HIGHER EDUCATION, *MERIT PROGRAMS, *RATING SCALES, ADMINISTRATIVE PERSONNEL, ATHENS, BEHAVIOR RATING SCALES, EFFECTIVE TEACHING, EVALUATION TECHNIQUES, PEER GROUPS, SELF EVALUATION, STUDENT OPINION, TEACHER EVALUATION,

DEMANDS FOR QUALITY EDUCATION HAVE EMPHASIZED THE NEED FOR OBJECTIVE MERIT RATING OF TEACHERS FOR PROMOTION AND SALARY INCREASES. THE STUDY REVIEWS MERIT-RATING LITERATURE, ANALYZES RATING SCALES AND PROCEDURES, AND MAKES RECOMMENDATIONS FOR DEVELOPING AND IMPLEMENTING MERIT PROGRAMS. THE WRITERS CONCLUDE THAT A COMBINATION OF SUPERORDINATE, PEER, STUDENT, AND SELF-EVALUATION BEST PROVIDES A BASIS FOR DECISIONS ON MERIT INCREASES AND PROMOTIONS. CONTENTS OF 21 RATING SCALES (SEVEN SUPERORDINATE, FOUR PEER, FIVE SELF, AND FIVE STUDENT) REVEALED THAT THE IMPORTANT FACTORS INVOLVED IN FACULTY RATING ARE, IN DESCENDING ORDER, (1) CLASSROOM TEACHING, (2) PERSONAL ATTRIBUTES, (3) PROFESSIONAL GROWTH ACTIVITIES, (4) STUDENT-FACULTY RELATIONS, (5) COMMUNITY SERVICE, (6) SERVICE TO THE INSTITUTION, (7) LENGTH OF SERVICE, (8) RESEARCH AND PUBLICATION, AND (9) COMPETING OFFERS. THIS ORDERING SHOWS A HIGH CORRELATION WITH PREVIOUS STUDIES. THERE IS NO STANDARD PATTERN OF MERIT RATING. HOWEVER, THE AGREEMENT ON FACTORS IMPORTANT IN JUDGING TEACHER EFFECTIVENESS CAN SERVE AS A GUIDELINE IN DEVELOPING A MERIT PROGRAM. SEVERAL RATINGS FROM DIFFERENT SOURCES SHOULD BE USED, AND BOTH DESCRIPTIVE PHRASES AND NUMERICAL RATING ARE USEFUL. THIS PUBLICATION IS ALSO AVAILABLE FROM THE INSTITUTE OF HIGHER EDUCATION, UNIVERSITY OF GEORGIA, ATHENS, GEORGIA, FOR $.50. (HM)

ED 011 693 EA 000 423

SCHOOL BOARDS AND SCHOOL BOARD MEMBERSHIP, RECOMMENDATIONS AND REPORT OF A SURVEY.
BY- PERKINS, JAMES A. AND OTHERS
NEW YORK STATE REGENTS ADV.COMM.ON EDUC.LEADERSHIP
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *BOARD OF EDUCATION POLICY, *BOARD OF EDUCATION ROLE, *BOARDS OF EDUCATION, *SCHOOL SUPERINTENDENTS, ALBANY, BOARD CANDIDATES, EVALUATION, INDIVIDUAL CHARACTERISTICS, LEADERSHIP, SCHOOL BUDGET ELECTIONS, STATE GOVERNMENT, SURVEYS,

THE CHARACTERISTICS OF NEW YORK STATE SCHOOL BOARDS AND THEIR MEMBERS ARE INVESTIGATED, AND A DIFFERENTIATION IS MADE BETWEEN EFFECTIVE AND INEFFECTIVE BOARDS. TWENTY-SEVEN SCHOOL DISTRICTS, STRATIFIED BY REGION AND EFFECTIVENESS, WERE INCLUDED IN THE SAMPLE. INTERVIEWS AND QUESTIONNAIRES WERE USED TO OBTAIN DATA FROM ALL CURRENT BOARD MEMBERS, TWO OF THE MOST RECENTLY RETIRED BOARD MEMBERS, AND THE PRESIDENTS OF TEACHERS' AND PARENTS' ORGANIZATIONS. FOUR SEPARATE CRITERIA WERE USED TO ASSESS THE EFFECTIVENESS OF EACH SCHOOL BOARD--(1) A SUBJECTIVE RATING BY EDUCATORS, (2) A SUBJECTIVE RATING BY THE INTERVIEWERS, (3) AN OBJECTIVE COMPARISON WITH SIMILAR SCHOOL DISTRICTS ON PER PUPIL EXPENDITURES FOR INSTRUCTIONAL SERVICES, AND (4) AN OBJECTIVE COMPARISON WITH LIKE SCHOOL DISTRICTS ON THE LEVEL OF LOCAL FINANCIAL EFFORT FOR EDUCATION. A SCHOOL BOARD RANKED AS EFFECTIVE ON TWO OF THE FOUR CRITERIA AND AVERAGE ON THE OTHER TWO WAS CONSIDERED EFFECTIVE. THE FINDINGS REVEALED--(1) BOARD MEMBERS TENDED TO BE MIDDLE AGED, FINANCIALLY AND OCCUPATIONALLY ABOVE AVERAGE, WELL-EDUCATED, MALE, PROTESTANT, AND REPUBLICAN, (2) MEMBERS OF EFFECTIVE BOARDS WERE FINANCIALLY MORE SUCCESSFUL, WERE BETTER EDUCATED AND OF HIGHER OCCUPATIONAL STATUS, AND HAD LONGER BOARD EXPERIENCE THAN MEMBERS OF INEFFECTIVE BOARDS, AND (3) EFFECTIVE BOARDS WERE LOCATED IN LARGER AND WEALTHIER DISTRICTS, WERE MORE LIKELY TO USE FORMAL NOMINATING COMMITTEES TO SELECT AND RECRUIT NEW BOARD MEMBERS, AND MORE OFTEN ASSISTED NEW BOARD MEMBERS IN LEARNING THEIR JOB THAN INEFFECTIVE BOARDS. (GB)

ED 011 694 EA 000 444

BOARD OF HIGHER EDUCATION REPORT ON THE DESIRABILITY OF ELEVATING EAST CAROLINA COLLEGE TO INDEPENDENT UNIVERSITY STATUS.
BY- HILL, WATTS, JR. AND OTHERS
NORTH CAROLINA STATE BOARD OF HIGHER EDUC.,RALEIGH
REPORT NUMBER NCSBHE-SR-1-67-MARCH 1967 PUB DATE 15 MAR 67
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *DOCTORAL PROGRAMS, *EDUCATIONAL CHANGE, *EDUCATIONAL PLANNING, *HIGHER EDUCATION, ADMINISTRATION, BOARDS OF EDUCATION, CURRICULUM, EAST CAROLINA COLLEGE, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, EDUCATIONAL PROGRAMS, FACULTY, LIBRARY FACILITIES, MASTERS DEGREES, RALEIGH, STUDENTS, TABLES (DATA),

EAST CAROLINA COLLEGE'S REQUEST FOR UNIVERSITY STATUS STIMULATED NORTH CAROLINA'S BOARD OF HIGHER EDUCATION TO EVALUATE THE STATE'S NEED FOR AND ABILITY TO FINANCE ADDED INSTRUCTIONAL FACILITIES AND PROGRAMS AT THE DOCTORAL LEVEL THROUGH 1975, THE PRESENT ORGANIZATION OF HIGHER EDUCATION,

AND THE INTEREST OF SEVERAL INSTITUTIONS IN BECOMING UNIVERSITIES. BASED ON THE FINDINGS OF THE VARIOUS STUDIES, THE FOLLOWING RECOMMENDATIONS WERE MADE--(1) AT PRESENT, THERE SHALL BE NO FUNDAMENTAL CHANGE IN THE STRUCTURE OF HIGHER EDUCATION IN NORTH CAROLINA, (2) NEED FOR SUCH CHANGE SHALL BE PART OF A LONG-RANGE STUDY TO BE COMPLETED IN AUGUST 1968, (3) EAST CAROLINA COLLEGE'S REQUEST SHOULD NOT BE GRANTED. THE SCHOOL SHOULD STRENGTHEN AND BROADEN ITS MASTER'S DEGREE PROGRAMS, AND (4) EAST CAROLINA COLLEGE AND OTHER 5-YEAR COLLEGES SHOULD HAVE SUFFICIENT RESOURCES FOR FULFILLING WITH DISTINCTION PROGRAMS APPROPRIATE TO THEIR PRESENT FUNCTIONS AS ESTABLISHED IN THE GENERAL STATUTES OF NORTH CAROLINA. (HW)

ED 011 695 EA 000 450

SALARY STRUCTURES IN PUBLIC JUNIOR COLLEGES WHICH DO NOT HAVE THE USUAL ACADEMIC RANKS, 1965-66.
AMERICAN ASSN. OF UNIV. PROFESSORS, WASHINGTON D.C
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *FACULTY, *FACULTY PROMOTION, *JUNIOR COLLEGES, *SALARIES, COLLEGES, DISTRICT OF COLUMBIA, DOCTORAL DEGREES, MASTERS DEGREES, STATISTICAL ANALYSIS,

LENGTH OF SERVICE AND LEVEL OF EDUCATION ATTAINMENT PROVIDED THE BASES FOR COMPARING FACULTY SALARIES IN JUNIOR COLLEGES WHICH DO NOT USE ACADEMIC RANKS WITH THOSE OF 4- AND 5-YEAR INSTITUTIONS. DATA WERE OBTAINED FROM 57 USABLE RESPONSES TO QUESTIONNAIRES SENT TO 150 JUNIOR COLLEGES. SALARY EQUIVALENTS WERE DETERMINED BY THE FORMULAS--(1) INSTRUCTOR'S EQUIVALENT SALARY EQUALS 25 PERCENT OF SALARY OF HOLDER OF A DOCTOR'S DEGREE PLUS 75 PERCENT OF SALARY OF HOLDER OF A MASTER'S DEGREE AND (2) PROFESSOR'S EQUIVALENT SALARY EQUALS 80 PERCENT OF HOLDER OF A DOCTOR'S DEGREE PLUS 20 PERCENT OF SALARY OF HOLDER OF A MASTER'S DEGREE. THE INFORMATION WAS USED TO DETERMINE LENGTH OF SERVICE DIFFERENTIALS AND EDUCATIONAL ATTAINMENT DIFFERENTIALS IN SALARIES. IT WAS CONCLUDED THAT (1) IT IS POSSIBLE TO DEVELOP PROCEDURES BY WHICH JUNIOR COLLEGES WITHOUT RANK CAN BE COMPARED WITH AVERAGE SALARIES BY RANK IN LIBERAL ARTS COLLEGES, (2) IN THE ADVANCED CAREER STAGE, LIBERAL ARTS COLLEGES HAVE AVERAGE SALARY LEVELS ABOUT $1,600 OR $1,700 HIGHER THAN THE EQUIVALENT AVERAGE FOR THE 57 PUBLIC JUNIOR COLLEGES, (3) AVERAGE SALARY DIFFERENTIALS BETWEEN PROFESSORS AND INSTRUCTORS IS GREATER IN THE LIBERAL ARTS COLLEGES THAN IT IS IN JUNIOR COLLEGES, (4) THE HYPOTHESIS THAT JUNIOR COLLEGES GENERALLY PAY MORE THAN LIBERAL ARTS COLLEGES IN THE EARLY STAGES OF A TEACHER'S CAREER IS NOT GENERALLY SUBSTANTIATED, AND (5) JUNIOR COLLEGE SALARY DIFFERENCES ARE RELATIVELY SMALL BETWEEN THOSE HOLDING THE PH.D. AND THOSE HAVING ONLY THE MASTER'S DEGREE. TO EASE INCREASING STAFFING PROBLEMS, IT IS RECOMMENDED THAT JUNIOR COLLEGE SALARIES BE INCREASED AT LEAST AS RAPIDLY AS THOSE OF LIBERAL ARTS COLLEGES. (HW)

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IN-SERVICE EDUCATION OF ELEMENTARY SCHOOL PRINCIPALS.
By- PHARIS, WILLIAM L.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE APR 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *INSERVICE PROGRAMS, *PRINCIPALS, ADMINISTRATOR ROLE, BIBLIOGRAPHIES, CASE STUDIES(EDUCATION), DISTRICT OF COLUMBIA, HUMAN RELATIONS PROGRAMS, READING, SELF EVALUATION, SEMINARS, SIMULATION, SKILLS, SUPERVISION,

THE NEED FOR CONTINUING EDUCATION OF THE ELEMENTARY SCHOOL PRINCIPAL IS EMPHASIZED, ESPECIALLY AS IT RELATES TO SOCIAL PROBLEMS (POPULATION EXPLOSION, URBANIZATION, RESOURCE DISTRIBUTION, IMBALANCE, AND POPULATION MOBILITY) WHOSE EVENTUAL SOLUTIONS DEPEND UPON EDUCATION. PARTICULAR AREAS OF EDUCATIONAL CHANGE REQUIRING INSERVICE EDUCATION OF ELEMENTARY SCHOOL PRINCIPALS INCLUDE CURRICULUM CONTENT AND ORGANIZATION, USE OF NEW METHODS AND MATERIALS, INTERNAL SCHOOL REORGANIZATION, CHANGING OBJECTIVES, INCREASING PROFESSIONALIZATION OF THE TEACHING STAFF, PROLIFERATION OF SPECIAL SERVICES AND PERSONNEL, AND EXPANDED UNDERSTANDING OF THE SOCIALIZATION PROCESS. INSERVICE PROGRAMS SHOULD BE DESIGNED FOR THE PARTICULAR NEEDS AND INTERESTS OF THE PARTICIPANTS. INSERVICE MEDIUMS FOR INDIVIDUAL INCLUDE--(1) SELF-EVALUATION WITH ANALYSIS OF BOTH TIME AND WORK ALLOTMENTS, (2) WIDE READING IN THE HUMANITIES AS WELL AS IN THE FIELD OF EDUCATION, AND (3) WRITING, TO CRYSTALLIZE CONCEPTS AND CLARIFY ASPECTS OF THE INDIVIDUAL'S EXPERIENCE. INSERVICE MEDIUMS FOR GROUPS INCLUDE--(1) SIMULATION, (2) CASE STUDIES, (3) HUMAN RELATIONS EXERCISES CONDUCTED UNDER LABORATORY CONDITIONS, (4) RESEARCH SEMINARS, (5) UNSTRUCTURED SEMINARS, AND (6) RETREATS. THIS DOCUMENT IS AVAILABLE AS NEA STOCK NUMBER 181-05512 OF THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. FOR $1.00. (JK)

ED 011 697 EA 000 476

SCHOOL BOARD--SCHOOL EMPLOYE NEGOTIATIONS, REPORT OF PRESENTATIONS AT A CONFERENCE ON SCHOOL BOARD-SCHOOL EMPLOYE NEGOTIATIONS (MADISON, DECEMBER 10, 1966).
By- LINTON, THOMAS AND OTHERS
WISCONSIN ASSN. OF SCHOOL BOARDS, WINNECONNE
PUB DATE JAN 67
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- *BOARDS OF EDUCATION, *COLLECTIVE NEGOTIATION, *TEACHERS, CONTRACTS, GRIEVANCE PROCEDURES, LABOR LEGISLATION, MERIT PROGRAMS, PERSONNEL POLICY, SCHOOL PERSONNEL, TEACHER SALARIES, WINNECONNE, WISCONSIN EMPLOYMENT RELATIONS BOARD,

AT A CONFERENCE OF WISCONSIN SCHOOL BOARDS IN DECEMBER 1966, EIGHT MAJOR ASPECTS OF COLLECTIVE BARGAINING BETWEEN SCHOOL BOARDS AND SCHOOL EMPLOYEES WERE CONSIDERED. THEY WERE--(1) PREPARATORY WORK FOR NEGOTIATIONS INCLUDES RECOGNITION OF COLLECTIVE NEGOTIATION IN PUBLIC EDUCATION AND DEVELOPMENT OF THE SCHOOL BOARD'S POSITION, (2) THE NEGOTIATION SESSION INVOLVES THE SCHOOL BOARD IN THE ROLE OF MANAGEMENT, PROBLEMS OF WHO SHOULD DO THE NEGOTIATING, AND TECHNIQUES FOR RESOLVING DEADLOCKS, (3) THE WRITTEN AGREEMENT RAISES PROBLEMS OF FORM, COVERAGE, REPRESENTATION, GRIEVANCE AND ARBITRATION PROCEDURES, CONTRACT DURATION, AND THE SAVING CLAUSE, (4) A RECOMMENDED PROGRAM OF PERSONNEL ADMINISTRATION INCLUDES EMPLOYMENT PROCEDURES, PROVISION FOR INSERVICE IMPROVEMENT, AND COMMENSURATE COMPENSATION, (5) A PREVENTIVE GRIEVANCE PROGRAM INVOLVES DEVELOPMENT OF A COMBINED ORAL AND

WRITTEN GRIEVANCE PROCEDURE, (6) AN APPROVED SALARY SCHEDULE IS SUGGESTED, BASED UPON EIGHT ESSENTIALS ADOPTED BY THE NEA, (7) THE EXPANDING SCOPE OF NEGOTIATIONS BETWEEN SCHOOL BOARDS AND TEACHERS INCLUDES ANY PHASE OF EDUCATION AFFECTING THE WORKING LIFE OF THE TEACHER OR THE QUALITY OF THE EDUCATIONAL PROGRAM, AND (8) THE STATE'S MUNICIPAL LABOR LAW IS REVIEWED WITH RESPECT TO BOTH PROFESSIONAL AND NONPROFESSIONAL EMPLOYEES OF THE SCHOOL BOARD. THIS DOCUMENT IS ALSO AVAILABLE FROM THE WISCONSIN ASSOCIATION OF SCHOOL BOARDS, BOX 160, WINNECONNE, WISCONSIN 54986, FOR $2.50. (JK)

ED 011 698 EA 000 485

CURRENT TRENDS AND PRACTICES IN SCHOOL PUBLIC RELATIONS, A RESEARCH PROJECT.

BY- PINSON, GERALD W.
EAST TEXAS SCHOOL STUDY COUNCIL, COMMERCE

PUB DATE JAN 67

EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *PARENT SCHOOL RELATIONSHIP, *PUBLIC RELATIONS, *PUBLIC SCHOOLS, *SCHOOL COMMUNITY RELATIONSHIP, ANNUAL REPORTS, BIBLIOGRAPHIES, COMMERCE, COMMUNITY SURVEYS, NEWS MEDIA, PARENT TEACHER CONFERENCES, QUESTIONNAIRES, RADIO, SCHOOL ACTIVITIES, SCHOOL BUILDINGS, SCHOOL PUBLICATIONS, STUDENTS, TEACHERS, TELEVISION,

FEATURES OF THE PUBLIC RELATIONS PROGRAMS OF MEMBER SCHOOLS OF THE SPONSORING COUNCIL ARE EVALUATED AND COMPARED WITH THE STANDARDS OF EIGHT CURRENT TEXTS ON SCHOOL PUBLIC RELATIONS. THE SIX CATEGORIES DISTINGUISHED FOR EVALUATION INCLUDE (1) ADMINISTRATIVE ORGANIZATIONS, (2) FACULTY AND STAFF ACTIVITIES, (3) PUPIL ACTIVITIES AND PUBLICATIONS, (4) SCHOOL PUBLICATIONS, (5) PATRON ACTIVITIES, AND (6) MISCELLANEOUS ACTIVITIES. EXCERPTS FROM THE TEXTS ARE INCLUDED IN A REVIEW OF LITERATURE RELATED TO EACH OF THE CATEGORIES. DIFFERENTIAL RESPONSES TO A QUESTIONNAIRE OF 50 ITEMS ARE APPRAISED WITH RESPECT TO ESTABLISHED PUBLIC RELATIONS POLICIES, EFFORTS TO INCREASE EFFECTIVENESS, A SCHOOL PAPER, LOCAL NEWSPAPER COVERAGE, PUBLICATION AND DISTRIBUTION OF AN ANNUAL REPORT, PUPIL EVALUATION, A SCHOOL YEARBOOK, PTA AND SIMILAR ORGANIZATIONS, ADULT EDUCATION PROGRAMS, SPECIAL SPECTATOR AND PARTICIPANT EVENTS FOR THE PUBLIC, TEACHER-PARENT CONFERENCES, AND LOCAL RADIO PUBLICITY. MAJOR RECOMMENDATIONS TO IMPROVE SCHOOL PUBLIC RELATIONS PROGRAMS INCLUDE (1) APPOINTMENT OF A STAFF MEMBER WITH RESPONSIBILITY TO DEVELOP SCHOOL-COMMUNITY RELATIONS, (2) ORGANIZATION OF A PROGRAM WITH SPECIFIC LONG-RANGE PLANS, (3) INCREASED REPRESENTATION OF PRINCIPALS AND TEACHERS IN CIVIC SPEAKING ASSIGNMENTS, (4) REGULAR PUBLICATION OF A SCHOOL PAPER, (5) PUBLICATION OF AN ANNUAL REPORT, AND (6) EFFECTIVE PARTICIPATION BY ADMINISTRATORS AND TEACHERS TO INCREASE THE USEFULNESS OF THE PARENT-TEACHER ASSOCIATION. (JK)

ED 011 699 EA 000 515

CRITERIA FOR EVALUATING FEDERAL EDUCATION PROGRAMS.

BY- LINDMAN, ERICK L.

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL OBJECTIVES, *FEDERAL PROGRAMS, *FEDERAL STATE RELATIONSHIP, *PROGRAM EVALUATION, EDUCATIONAL RESEARCH, EDUCATIONALLY DISADVANTAGED, ELEMENTARY SCHOOLS, FEDERAL AID, PUBLIC SCHOOLS, SECONDARY SCHOOLS,

CRITERIA ARE SUGGESTED FOR REVIEWING THE PURPOSE, METHOD, AND DESIGN OF EXISTING AND PROPOSED FEDERAL GRANT PROGRAMS FOR PUBLIC SCHOOLS. EVALUATION OF EXISTING FEDERAL EDUCATIONAL PROGRAMS IS NECESSITATED BY THEIR INCREASINGLY COMPLEX RELATIONSHIP WITH STATE AND LOCAL PROGRAMS. OF PRIMARY CONCERN ARE THE PURPOSE OF FEDERAL EDUCATIONAL PROGRAMS, THE EFFECTIVENESS OF ADMINISTRATIVE RELATIONS FOR SOUND FEDERAL-STATE-LOCAL RELATIONSHIPS, AND THE COMBINED EFFECT OF ALL FEDERAL PROGRAMS IN THE DEVELOPMENT OF ADEQUATE PUBLIC SCHOOLS IN ALL STATES. GOALS INCLUDE PROVISION OF SPECIAL PURPOSE GRANTS FOR EDUCATING DISADVANTAGED CHILDREN, COMPENSATION FOR DEFICIENCIES IN THE SCHOOL TAX BASE RESULTING FROM THE TAX-EXEMPT STATUS OF FEDERAL PROPERTY, AND FINANCING OF RESEARCH AND DEVELOPMENT PROGRAMS FOR EDUCATIONAL IMPROVEMENT. IT WAS SUGGESTED THAT FEDERAL PROGRAM ADMINISTRATION SHOULD BE COORDINATED WITH STATE AND LOCAL PROGRAMS THROUGH STATE DEPARTMENTS OF EDUCATION. AS FEDERAL CATEGORICAL AID BECOME OPERATIVE, PROVISION SHOULD BE MADE FOR THE STATE TO ADJUST ITS GRANT PROGRAM TO LOCAL SCHOOL SYSTEMS IN ORDER TO REALIZE OPTIMUM ALLOCATION OF TOTAL FUNDING. DISCRETIONARY ALLOCATION OF FEDERAL PROGRAM FUNDS SHOULD BE MINIMIZED BY THE APPLICATION OF OBJECTIVE FORMULAS. ONLY THROUGH A TAX-SHARING PLAN OR SOME OTHER FORM OF FEDERAL SUPPORT WILL ADEQUATE PUBLIC SCHOOL PROGRAMS BE DEVELOPED IN ALL STATES. (JK)

ED 011 700 EA 000 527

THE EMERGENT ROLE OF ADMINISTRATORS AND THE IMPLICATIONS FOR TEACHER-ADMINISTRATOR RELATIONSHIPS.

BY- DYKES, ARCHIE R.
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UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ADMINISTRATOR ROLE, *LEADERSHIP, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHER PARTICIPATION, BIBLIOGRAPHIES, COLLECTIVE NEGOTIATION, COLUMBUS, EDUCATIONAL CHANGE, FAYETTEVILLE,

THE AUTHOR VIEWS THE SCHOOL ADMINISTRATOR'S ROLE AS A RESPONSE TO SOCIAL AND CULTURAL CHANGES SHAPING CONTEMPORARY HUMAN LIFE. FOUR ASPECTS OF THIS EMERGENT ROLE ARE OUTLINED--(1) THE ADMINISTRATOR WILL BECOME STRONGER AND MORE INFLUENTIAL IN BOTH ADMINISTRATIVE AND LEADERSHIP DIMENSIONS OF HIS ROLE, (2) ADMINISTRATIVE VALUES AND BEHAVIOR WILL BECOME MORE DEMOCRATIC, (3) THE ADMINISTRATOR'S ROLE WILL BECOME MORE POLITICAL IN CHARACTER, ESPECIALLY WITH RESPECT TO POLICY FORMULATION AND THE SECURING OF SUFFICIENT PUBLIC SUPPORT, AND (4) THE FOSTERING OF INNOVATION WILL BE AN INCREASINGLY IMPORTANT FUNCTION OF THE ADMINISTRATOR. IMPLICATIONS OF THIS DEVELOPING ADMINISTRATOR ROLE INCLUDE (1) INCREASED TEACHER INVOLVEMENT IN EDUCATIONAL DECISION MAKING, (2) ADMINISTRATIVE ASSUMPTION OF A MORE IMPORTANT ROLE IN RELATIONSHIPS WITH TEACHER GROUPS, (3) INCREASED FOCUS OF TEACHER-ADMINISTRATOR RELATIONSHIPS UPON COOPERATIVE GOAL ESTABLISHMENT, AND (4) REPLACEMENT OF ORTHODOX ADMINISTRATIVE IDEOLOGY IN TEACHER-ADMINISTRATOR

RELATIONSHIPS WITH A MORE DEMOCRATIC IDEOLOGY. THE COMPLETE DOCUMENT "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," OF WHICH THIS IS CHAPTER 2, IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR $2.50. (JK)

ED 011 701 EA 000 528

THE NATURE AND DYNAMICS OF TEACHER ORGANIZATION-SCHOOL ADMINISTRATION NEGOTIATING ACTIVITIES AND THEIR IMPACT ON SCHOOL ADMINISTRATION.
By- WILDMAN, WESLEY A.
ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *COLLECTIVE NEGOTIATION, *SCHOOL ADMINISTRATION, *TEACHER ASSOCIATIONS, *TEACHER STRIKES, BOARDS OF EDUCATION, COLUMBUS, FAYETTEVILLE, SCHOOL SUPERINTENDENTS, STATE LEGISLATION,

SEVENTY PERCENT RESPONSE TO A SURVEY OF THE NATION'S 6,000 LARGEST SCHOOL SYSTEMS (1963-64 ENROLLMENT OF 1,200 OR MORE) INDICATED THAT 45 PERCENT OF THE DISTRICTS ACKNOWLEDGED A FORMAL RELATIONSHIP BETWEEN TEACHER ORGANIZATION AND SCHOOL ADMINISTRATION, WITH GUIDELINES ESTABLISHED FOR NEGOTIATIONS REGARDING SALARIES AND WORKING CONDITIONS. BOTH NEA AND AFT REGARD COMMITMENT TO MUTUAL AGREEMENT AS A CRUCIAL FACTOR IN A NEGOTIATING RELATIONSHIP. OF 419 WRITTEN POLICY AGREEMENTS ANALYZED, ONLY 36 (8.5 PERCENT) WERE JOINTLY SIGNED. THE REMAINING 383 WERE PRODUCTS OF UNILATERAL BOARD POLICY. SUBJECTS FOR NEGOTIATION HAVE INCLUDED CURRICULUMS, METHODS OF INSTRUCTION, SCHOOL CALENDAR, INSURANCE, DISMISSAL OF CLASSES, AND RELATED NONSALARY ISSUES. COMMUNITY FINANCIAL SUPPORT OF EDUCATION, BUDGETING ALLOTMENT PRIORITIES, ACADEMIC TRAINING AS A DETERMINANT FOR TEACHER-ADVANCEMENT, AND ROTATION OF TEACHING WITH NONTEACHING ASSIGNMENTS HAVE BEEN SPECIAL AREAS OF CONFLICT. WHILE THE TEACHER STRIKE IS CURRENTLY REGARDED AS A UNILATERAL IMPASSE RESOLUTION PROCEDURE, COLLECTIVE BARGAINING IS RAPIDLY BECOMING A SYSTEM OF BILATERAL NEGOTIATIONS BETWEEN PUBLIC EMPLOYERS AND EMPLOYEE ORGANIZATIONS. THE AFT, CENTERING ITS ORGANIZATIONAL WORK IN A NUMBER OF THE NATION'S LARGEST CITIES, IS MORE INCLINED TO CONSIDER CONFLICT IN THE SCHOOL SYSTEM INEVITABLE THAN IS THE NEA. THE COMPLETE DOCUMENT, OF WHICH THIS IS CHAPTER 3, "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS 72701, FOR $2.50. (JK)

ED 011 702 EA 000 529

PUBLIC MANAGEMENT AND COLLECTIVE NEGOTIATIONS.
By- REHMUS, CHARLES M.
ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COLLECTIVE NEGOTIATION, *MANAGEMENT, *TEACHER ASSOCIATIONS, *UNIONS, COLUMBUS, FAYETTEVILLE,

GROWING UNION ORGANIZATION OF GOVERNMENT EMPLOYEES IS ATTRIBUTED TO THREE MAIN FACTORS--(1) UNION NEED OF LARGER MEMBERSHIP FOR INCREASED INCOME AND PRESSURE GROUP STRENGTH, (2) SUCCESSFUL ORGANIZATION OF GOVERNMENT WHITE COLLAR WORKERS TO PROVIDE UNION LEADERS WITH AN IMPORTANT WEDGE IN ORGANIZING WHITE COLLAR WORKERS IN THE PRIVATE SECTOR, AND (3) UNION ACTIVISTS VIEW THAT UNIONISM WILL RAISE WORKING CONDITIONS, WAGES, AND FRINGE BENEFITS OF GOVERNMENT EMPLOYEES TO LEVELS FOUND IN THE ORGANIZED PRIVATE SECTOR. TEACHER ORGANIZATION NEGOTIATIONS HAVE RESULTED FROM THE DESIRE OF TEACHERS FOR GREATER SECURITY OR CONTROL OVER THEIR WORKING CONDITIONS AND FOR ELIMINATION OF EMPLOYER DISCRIMINATION IN DECISIONS AFFECTING TEACHERS. FOR BOTH SUPERINTENDENTS AND TEACHERS, A SUGGESTED ALTERNATE TO THE PRESENT ALL-INCLUSIVE NEA ORGANIZATION IS A COMMUNITY-LEVEL STRUCTURE WHICH WOULD PROVIDE FOR NEGOTIATIONS BETWEEN THE LOCAL TEACHER ORGANIZATION AND THE SUPERINTENDENT AS DISTINCT UNITS BUT WOULD INCLUDE THEM IN THE SAME STRUCTURE ON THE STATE AND NATIONAL LEVEL. NEGOTIATION IS VIEWED AS A COMPLEX PROCESS REQUIRING THOROUGH PREPARATION, AN UNDERSTANDING OF THE TOTAL NEGOTIATION PROCESS, AND CAREFUL PLANNING FOR THE ADMINISTRATION OF A NEW LABOR AGREEMENT. THE ADEQUATE RESOLUTION OF NEGOTIATION IMPASSES DEPENDS UPON A PROBLEM-SOLVING ORIENTATION ON THE PART OF MANAGEMENT AND A WILLINGNESS TO NEGOTIATE WITHIN THE LIMITS OF MANAGERIAL RESPONSIBILITY. THE COMPLETE DOCUMENT "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," OF WHICH THIS IS CHAPTER 4, IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR $2.50. (JK)

ED 011 703 EA 000 532

COLLECTIVE NEGOTIATIONS--IMPLICATIONS FOR RESEARCH.
By- OHM, ROBERT E.
ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *COLLECTIVE NEGOTIATION, *CONFLICT, *RESEARCH, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHER ROLE, BIBLIOGRAPHIES, COLUMBUS, FAYETTEVILLE, POWER STRUCTURE,

THE AUTHOR STATES THAT CONFLICT, CONTROL, AND BARGAINING ARE PRIMARY ELEMENTS FOR RELEVANT THEORY AND RESEARCH ON COLLECTIVE TEACHER NEGOTIATION. COLLECTIVE ACTIVITY BY TEACHERS IS ATTRIBUTED TO THEIR INCREASED PROFESSIONALIZATION AND IS REGARDED AS AN ORGANIZATIONAL RESPONSE GENERATED BY AN EMERGING MANAGERIAL-PROFESSIONAL-BUREAUCRATIC DISCONTINUITY IN SCHOOL ORGANIZATION. BARGAINING IS A GENERALIZED SOCIAL CONTROL TECHNIQUE FOR DEALING WITH COMPLEX AUTHORITY AND CONTROL SYSTEMS. SUGGESTED AREAS OF RESEARCH INCLUDE--(1) THE PROFESSIONALIZATION OF THE ROLE OF THE TEACHER AND ITS EFFECT UPON COMPLEMENTARY ROLES, (2) THE FORMS OF CONFLICT GENERATED BY PROFESSIONAL-EMPLOYEE ORIENTATIONS, (3) FACTORS CONTRIBUTING TO THE FORMATION OF AN ORGANIZED TEACHER GROUP, (4) OPERATIONAL CLARIFICATION OF AUTHORITY, POWER, AND

CONTROL, (5) THE SCHOOL AS A CLOSED SYSTEM, AND (6) EFFECTS OF EMERGING FORMS OF COLLECTIVE TEACHER ACTION ON THE TOTAL POWER OF THE SCHOOL SYSTEM. CYBERNETIC AND COMMUNICATION THEORY ARE SUGGESTED AS TOOLS FOR RESEARCH ON CONTROL STRUCTURES AND PROCESSES CONSISTENT WITH A MULTIPLE POWER BASE. GAME THEORY IS SUGGESTED AS A VALID APPROACH TO THE STUDY OF CONTROL TRANSFORMATION FOR ARTICULATING THE ORGANIZATIONAL COMPLEXITY OF SCHOOL SYSTEMS AND FOR FORMULATING NEW ORGANIZATIONAL DESIGNS AND PROCESSES. THE COMPLETE DOCUMENT "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," OF WHICH THIS IS CHAPTER 7, IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR $2.50. (JK)

ED 011 704 EA 000 533

IMPLICATIONS OF COLLECTIVE NEGOTIATION FOR THE ROLE OF SUPERINTENDENT.

By- ALLEN, ROY B.

ARKANSAS UNIV., FAYETTEVILLE, COLL. OF EDUCATION

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *COLLECTIVE NEGOTIATION, *SCHOOL SUPERINTENDENTS, *SUPERINTENDENT ROLE, *TEACHER ASSOCIATIONS, BOARDS OF EDUCATION, COLUMBUS, FAYETTEVILLE,

THE AUTHOR STATES THAT THREE DEFINITIONS OF THE SUPERINTENDENT'S ROLE ARE DISTINGUISHED BY THE FORM OF THE PARTICULAR NEGOTIATION PROCESS--(1) SUPERINTENDENT UNINVOLVED, WITH NEGOTIATION CARRIED ON DIRECTLY BY TEACHER-ORGANIZATION REPRESENTATIVES AND THE BOARD OF EDUCATION, (2) SUPERINTENDENT ACTING AS BOARD OF EDUCATION REPRESENTATIVE IN NEGOTIATION WITH TEACHERS' ORGANIZATION REPRESENTATIVES, AND (3) SUPERINTENDENT SERVING IN ONE OF SEVERAL CAPACITIES, PRIMARILY AS CONSULTANT, WITH BOTH BOARD OF EDUCATION AND TEACHERS' ORGANIZATION REPRESENTATIVES. THE SUPERINTENDENT'S ROLE IN COLLECTIVE NEGOTIATION WILL CONTINUE TO LACK DEFINITION UNTIL THE ROLE OF THE TEACHERS' ORGANIZATION IS MORE CLEARLY DEFINED. IN HIS ROLE AS ADMINISTRATOR, THE SUPERINTENDENT HAS RECEIVED SPECIFIC TRAINING AND IS PROFESSIONALLY QUALIFIED, WHEREAS REPRESENTATIVES OF TEACHERS' ORGANIZATIONS LACK TRAINING BOTH IN NEGOTIATION AND ADMINISTRATION AND ASSUME ADMINISTRATIVE FUNCTIONS THROUGH A NEGOTIATION PROCESS THAT IS MORE REVOLUTIONARY THAN EVOLUTIONARY. THE VIEW THAT THE SUPERINTENDENT REPRESENTS MANAGEMENT AND THE TEACHERS' ORGANIZATION REPRESENTS LABOR JEOPARDIZES THE SUPERINTENDENT'S ROLE AS THE EDUCATIONAL LEADER OF THE PROFESSIONAL STAFF. THE COMPLETE DOCUMENT "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION," OF WHICH THIS IS CHAPTER 8, IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR $2.50. (JK)

ED 011 705 EA 000 536

DETROIT, MICHIGAN--A STUDY OF BARRIERS TO EQUAL EDUCATIONAL OPPORTUNITY IN A LARGE CITY. REPORT OF AN INVESTIGATION.

By- COHRS, RAY M. AND OTHERS

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE MAR 67

EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *CITY PROBLEMS, *EDUCATIONAL FINANCE, *EQUAL EDUCATION, *RACIAL INTEGRATION, *URBAN EDUCATION, ASSESSED VALUATION, DETROIT, DISTRICT OF COLUMBIA, EDUCATIONAL PROBLEMS, FINANCIAL POLICY, INNER CITY, INTERNSHIP PROGRAMS, LOW INCOME GROUPS, POPULATION TRENDS, PUBLIC SCHOOLS, SCHOOL TAXES, SOCIOECONOMIC INFLUENCES, TEACHER EDUCATION, TEACHING CONDITIONS, URBAN RENEWAL,

IN MARCH 1966, THE DETROIT EDUCATION ASSOCIATION REQUESTED THAT THE NATIONAL COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES OF THE NATIONAL EDUCATION ASSOCIATION CONDUCT A FULL SCALE INVESTIGATION OF THE ALLEGED GROSS INEQUALITY OF EDUCATIONAL OPPORTUNITIES AVAILABLE TO DETROIT'S YOUTH. THE COMMISSION DISCOVERED THAT THE ROOT OF THE PROBLEM LAY IN THE STRUCTURE AND SUBSTANCE OF THE URBAN SOCIETY ITSELF. SINCE 1950, THERE HAS BEEN A RAPID MOVEMENT OF MIDDLE AND UPPER-MIDDLE CLASS WHITES TO THE SUBURBS AND A LARGE IMMIGRATION OF LOW-INCOME NEGROES INTO THE CENTER CITY. BUSINESSES HAVE MOVED TO THE SUBURBS, AND THE LOWERED TAX BASE AND PROPERTY VALUE HAVE RESULTED IN A LACK OF TAX FUNDS FOR THE FINANCING OF CENTER CITY EDUCATION. IN CONSEQUENCE, THERE IS AN INSUFFICIENCY OF CLASSROOM SPACE AND QUALIFIED TEACHERS, EXCESSIVELY HIGH TEACHER TURNOVER, COMMUNICATION FAILURE BETWEEN ADMINISTRATION AND TEACHING STAFF AND BETWEEN SCHOOL SYSTEM AND ECONOMICALLY DISADVANTAGED COMMUNITIES, DE FACTO SEGREGATION, AND AN ACHIEVEMENT GAP BETWEEN LOW-INCOME AREA SCHOOLS AND MIDDLE- AND UPPER-INCOME AREA SCHOOLS. THE COMMISSION RECOMMENDED DEVELOPMENT OF THE CENTER CITY IN THE AREAS OF (1) FISCAL REFORM, (2) TEACHER PREPARATION, (3) URBAN PLANNING, (4) DE FACTO SEGREGATION, (5) HIGHER EDUCATION, AND (6) PUBLIC RELATIONS. THIS DOCUMENT IS ALSO AVAILABLE AS NEA STOCK NUMBER--165-04948 25M FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HW)

ED 011 706 EA 000 538

THE INFLUENCES AND CONTROLS OVER LOCAL SCHOOL SYSTEMS.

By- EYE, GLEN G.

PUB DATE 30 APR 67

EDRS PRICE MF-$0.09 HC-$0.68 22P.

DESCRIPTORS- *ENVIRONMENTAL INFLUENCES, *POLITICAL INFLUENCES, *POWER STRUCTURE, *SCHOOL ADMINISTRATION, *SCHOOL SUPERINTENDENTS, BOARDS OF EDUCATION, LOUISVILLE, PUBLIC SCHOOL SYSTEMS, SUPERINTENDENT ROLE,

THE DEFINITION OF SCHOOL ADMINISTRATION AS THE SELECTION, ASSIGNMENT, STIMULATION, GUIDANCE, AND EVALUATION OF HUMAN EFFORT TOWARD THE DEVELOPMENT OF HUMAN QUALITIES IS USED AS A FUNCTIONAL DEFINITION FOR IDENTIFYING AND CLARIFYING THE INFLUENCES AND CONTROLS OVER LOCAL SCHOOL SYSTEMS. IF INFLUENCE REFERS TO THE POWER OF PRODUCING EFFECTS BY INVISIBLE OR INSENSIBLE MEANS, AND IF CONTROL REFERS TO THE EXERCISE OF RESTRAINT OR DIRECTION OVER SOMETHING, THEN CONSIDERATION CAN BE FOCUSED UPON 2 LEVELS OF INFLUENCE AND CONTROL WITHIN THE SCHOOL SYSTEM. THE FIRST, FORMAL INFLUENCES AND CONTROLS, ORIGINATES WITH THE JUDICIAL,

LEGISLATIVE, AND EXECUTIVE AGENCIES OF THE FEDERAL, STATE, AND LOCAL GOVERNMENTS. THE SECOND LEVEL OF FOCUS INVOLVES THE INFORMAL INFLUENCES AND CONTROLS, ORIGINATING FROM THE FORCES, AGENCIES, AND INTERACTIONS OF THE TOTAL SOCIAL ENVIRONMENT. THIS LEVEL OF INFLUENCE AND CONTROL IS A RESULT OF THE ENVIRONMENTAL FACTORS INDIGENOUS TO A PARTICULAR SCHOOL SYSTEM. SCHOOL BOARDS AND SUPERINTENDENTS SHOULD BE AWARE OF SUCH FORCES IN ORDER TO ADOPT PROCEDURES TO DEAL OBJECTIVELY WITH THE TOTAL FIELD OF FORCES INFLUENCING EDUCATIONAL DECISIONS. IN ORDER TO REALIZE SUCH PROCEDURES, A MATRIX FOR PLANNING AN ADMINISTRATIVE ATTACK IS PROPOSED IN ORDER THAT THE SUPERINTENDENT MIGHT OBJECTIVELY DEAL WITH THE SELECTION, ASSIGNMENT, STIMULATION, GUIDANCE, AND EVALUATION OF IDEAS, PEOPLE, PLACES, AND THINGS. THIS ADDRESS WAS DELIVERED TO THE ADMINISTRATORS OF FIVE STATES AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS DRIVE-IN CONFERENCE (LOUISVILLE, APRIL 30, 1967). (GB)

ED 011 707 EC 000 058

EXTENDING CLINICAL SERVICES FOR MENTALLY RETARDED CHILDREN AT THE COMMUNITY LEVEL.

BY- POOLE, BELLE
CHILDRENS HOSPITAL, LOS ANGELES, CALIF.
CALIFORNIA STATE DEPT. OF PUBLIC HEALTH, BERKELEY

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *CHILDREN, *CLINICS, *COMMUNITY SERVICES, *HEALTH SERVICES, *MENTALLY HANDICAPPED, BERKELEY, CHILD DEVELOPMENT PROJECT, CHILDRENS HOSPITAL OF LOS ANGELES, COUNSELING CENTERS, FAMILY (SOCIOLOGICAL UNIT), INSERVICE PROGRAMS, LOS ANGELES, PSYCHOEDUCATIONAL CLINICS, PUBLIC HEALTH,

A CLINIC TEAM CONSISTING OF A PEDIATRICIAN, SOCIAL WORKER, PSYCHOLOGIST, AND PUBLIC HEALTH NURSE PROVIDED EVALUATIVE SERVICES. THE PURPOSES WERE TO DEMONSTRATE A MULTIDISCIPLINARY APPROACH TO DIAGNOSIS AND PARENT COUNSELING, TO TRAIN AND STIMULATE INTEREST OF OTHER PROFESSIONS IN MENTAL RETARDATION, AND TO HELP COMMUNITIES DEVELOP THEIR OWN SERVICE FOR THE RETARDED CHILD AND HIS FAMILY. FROM MAY 1960 TO OCTOBER 1961 THE DEMONSTRATION PROJECT HELD A TOTAL OF 14 CLINICS IN WHICH 54 CHILDREN (FOUR AT EACH CLINIC) WERE EVALUATED. THIS STAFF ALSO CONDUCTED AN INSERVICE EDUCATIONAL PROGRAM FOR PUBLIC HEALTH NURSES AND SOCIAL WORKERS. OTHER PROFESSIONAL PERSONNEL ATTENDED CASE STAFFINGS, INCLUDING PHYSICIANS, TEACHERS AND SCHOOL ADMINISTRATORS, AND PSYCHOLOGISTS. FOLLOWING TERMINATION OF THE DEMONSTRATION PROJECT, A CLINIC TEAM WAS ORGANIZED THROUGH THE EFFORTS OF SEVERAL PUBLIC AGENCIES, INCLUDING THE PUBLIC SCHOOLS. A SPECIAL EDUCATION CLINIC UNDER THE AUSPICES OF THE PUBLIC SCHOOLS DEVELOPED. OTHER BENEFITS ASCRIBED TO THE PROGRAM AS WELL AS PROBLEMS IN ITS IMPLEMENTATION ARE POINTED OUT AND BRIEFLY DISCUSSED. TABLES INCLUDE DATA FOR THE 54 CASES. (VO)

ED 011 708 EC 000 060

ACCEPTABILITY OF A FUNCTIONAL-COSMETIC ARTIFICIAL HAND FOR YOUNG CHILDREN.

BY- FISHMAN, SIDNEY KAY, HECTOR W.
NEW YORK UNIV., N.Y., COLL. OF ENGINEERING

PUB DATE JAN 64

EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *AMPUTEES, *COSMETIC PROSTHESES, APRL SIERRA CHILD SIZE MODEL NUMBER 1 HAND, CHILDREN, DORRANCE NUMBER 10X HOOK, NEW YORK CITY, PHYSICALLY HANDICAPPED, PROSTHESES,

SEVENTY-SEVEN CHILDREN, AGED 4 YEARS TO 12 YEARS, 4 MONTHS AND EXEMPLIFYING ALL LEVELS OF UPPER EXTREMITY AMPUTATION (PROSTHETIC TYPE) FROM WRIST-DISARTICULATION TO SHOULDER-DISARTICULATION, WORE THE APRL-SIERRA CHILD SIZE MODEL NUMBER 1 HAND FOR APPROXIMATELY 4 MONTHS. CHILD AND PARENTS MADE FOUR CLINIC VISITS FOR INITIAL SCREENING, FITTING, 2 MONTHS POSTFITTING EVALUATION, AND FINAL EVALUATION. TWENTY-ONE CHILDREN WANTED TO WEAR THE HAND EXCLUSIVELY, 21 DESIRED IT FOR MOST ACTIVITES, SEVEN CHILDREN PREFERRED IT ABOUT EQUALLY TO A HOOK, EIGHT CHILDREN AND PARENTS DISAGREED IN PRIMARY CHOICE, 13 PREFERRED THE HOOK, AND SEVEN REJECTED THE HAND COMPLETELY. WHEN COMPARED TO THE EQUIVALENT DORRANCE NUMBER 10X HOOK, THE NUMBER 1 HAND PROVIDED LESS TOTAL FUNCTION, BUT EQUAL FUNCTION FOR NUMEROUS ACTIVITIES, AND SUPERIOR FUNCTION FOR SOME CHILDREN ON CERTAIN TASKS. THE HAND HELPED THE CHILD'S SELF CONFIDENCE, AND ACCEPTANCE BY PEERS AND TEACHERS. PRESCRIPTION OF THE HAND WAS RECOMMENDED FOR APPROPRIATE SIZE AND AMPUTATION LEVELS. THE AUTHORS SAW THE NEED TO REDUCE THE AMOUNT OF BREAKAGE OF THE HAND AND TO PROVIDE A MORE DURABLE GLOVE. A HOOK IS SUGGESTED AS A SPARE OR PLAY DEVICE WHEN PRESCRIPTION FOR THE HAND IS MADE. APPENDIXES INCLUDE DATA-GATHERING QUESTIONNAIRES AND CHART OF HAND MALFUNCTIONS. A SIX-ITEM BIBLIOGRAPHY IS INCLUDED. (MY)

ED 011 709 EC 000 062

OCCUPATIONS IN THE CARE AND REHABILITATION OF THE MENTALLY RETARDED.

BY- GREGG, RANDOLPH M. BOSS, MILTON R.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *OCCUPATIONS, *PERSONNEL, *REHABILITATION, *SPECIALISTS, APTITUDE, BIBLIOGRAPHIES, CHILD DEVELOPMENT SPECIALISTS, DISTRICT OF COLUMBIA, EMPLOYMENT OPPORTUNITIES, GLOSSARIES, HANDICAPPED CHILDREN, INSTITUTIONAL PERSONNEL, INTERESTS, OCCUPATIONAL INFORMATION, OCCUPATIONAL THERAPISTS, PARAMEDICAL OCCUPATIONS, PHYSICAL THERAPISTS, PSYCHIATRISTS, PSYCHOLOGISTS, SPEECH THERAPISTS, THERAPISTS,

TWENTY-SEVEN FULL TIME OCCUPATIONS INVOLVING DIAGNOSIS, CARE, AND REHABILITATION OF THE MENTALLY RETARDED ARE DISCUSSED. FOR EACH, AN OCCUPATIONAL DEFINITION, THE NEEDED QUALIFICATIONS, AND SOME INDICATION OF THE NECESSARY WORKER TRAIT REQUIREMENTS SUCH AS APTITUDES, INTERESTS, TEMPERAMENT, AND PHYSICAL DEMANDS AND WORKING CONDITIONS ARE DESCRIBED. THE BIBLIOGRAPHY CONTAINS 29 REFERENCES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (CG)

ED 011 710 EC 000 069

SPEECH HABILITATION IN THE SCHOOLS FOR THE CLEFT PALATE CHILD, THE NEW YORK STATE EDUCATION DEPARTMENT PROCEEDINGS (MARCH 17-20, 1965).

By- VAN HATTUM, ROLLAND J. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *CLEFT PALATE, *SPEECH HANDICAPPED, *SPEECH THERAPISTS, *SPEECH THERAPY, ALBANY, CHILDREN, CLEFT LIP, SPEECH HANDICAPS,

DESIGNED TO STRENGTHEN THE SKILLS, COMPETENCIES, AND KNOWLEDGE OF SPEECH CORRECTION TEACHERS, THIS SUMMARY OF A SPECIAL STUDY INSTITUTE CONTAINS A SERIES OF PRESENTATIONS. SPEAKERS DISCUSS ASPECTS OF CLEFT PALATE INCLUDING SPEECH, SPEECH ANATOMY, SURGICAL AND DENTAL MANAGEMENT, DIAGNOSIS, AND SPEECH THERAPY. SPEAKERS REPRESENT MEDICAL AND THERAPEUTIC DISCIPLINES. (CG)

ED 011 711 EC 000 087

OUR BLIND CHILDREN, GROWING AND LEARNING WITH THEM.
By- LOWENFELD, BERTHOLD

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *BLIND CHILDREN, *CHILD REARING, *SPECIAL EDUCATION, BLIND, ELEMENTARY LEVEL, INSTRUCTIONAL MATERIALS, KINDERGARTEN, NURSERY SCHOOLS, PARENT ATTITUDES, RESIDENTIAL SCHOOLS, SOCIAL DEVELOPMENT,

WRITTEN AS AN AID TO PARENTS, THIS BOOK PRESENTS FACTS ON BLINDNESS AND PRACTICAL INFORMATION ON THE REARING OF BLIND CHILDREN FROM INFANCY THROUGH ADOLESCENCE. INFORMATION IS GIVEN ABOUT TEACHING BLIND CHILDREN SKILLS AND HABITS RELATED TO EATING, TOILET TRAINING, SLEEPING, DRESSING, WALKING, TALKING, AND PLAYING. SCHOOLING AND RELATED QUESTIONS OF READINESS, PLACEMENT, AND SPECIAL MATERIALS AND METHODS ARE DISCUSSED. CONCERNS OF THE BLIND ADOLESCENT ARE PRESENTED. QUESTIONS OFTEN ASKED BY PARENTS OF BLIND CHILDREN ARE ANSWERED IN A SEPARATE CHAPTER. THE APPENDIX LISTS 34 BOOKS AND PAMPHLETS ABOUT CHILDREN AND BLIND CHILDREN, THREE PERIODICALS AND SEVEN ORGANIZATIONS CONCERNED WITH THE BLIND, AND SOURCES OF INFORMATION ABOUT EDUCATIONAL FACILITIES FOR THE BLIND. THIS BOOK WAS PUBLISHED IN 1964 BY CHARLES C. THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, AT $7.00. (MY)

ED 011 712 EC 000 098

INDIVIDUAL TEST INTERPRETATION FOR TEACHERS OF THE MENTALLY RETARDED.
By- CONTRUCCI, VICTOR J. AND OTHERS
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER WSDPI-BULL-18 PUB DATE SEP 62
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *INDIVIDUAL TESTS, *INTELLIGENCE TESTS, *TEST INTERPRETATION, GOODENOUGH DRAW A MAN TEST, INTELLIGENCE QUOTIENT, LEITER INTERNATIONAL PERFORMANCE SCALE, MADISON, MEASUREMENT INSTRUMENTS, PERFORMANCE TESTS, PSYCHOLOGICAL TESTS, PSYCHOMETRICS, STANFORD BINET INTELLIGENCE SCALE L M, VERBAL TESTS, WECHSLER INTELLIGENCE SCALE FOR CHILDREN,

FOUR COMMONLY USED INDIVIDUAL INTELLIGENCE TESTS ARE DESCRIBED. DESCRIPTIONS OF SUBTESTS ARE GIVEN, ALONG WITH EXPLANATION OF WHAT EACH TEST MEASURES. THIS INFORMATION IS PROVIDED TO ASSIST THE TEACHER IN IDENTIFYING SPECIFIC ABILITIES AND WEAKNESSES IN INDIVIDUAL CHILDREN. (JW)

ED 011 713 EC 000 117

CATALOG OF LIBRARY ACCESSIONS. SPEECH DEFECTS AND RELATED READINGS.
By- FEARON, ROSS E.
FARMINGTON STATE COLL., MAINE

PUB DATE 1 NOV 66

EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *AUDIOLOGY, *AURALLY HANDICAPPED, *BIBLIOGRAPHY (FORM), *SPEECH HANDICAPS, *SPEECH PATHOLOGY, AUDITION (PHYSIOLOGY), BOOKLISTS, DEAF CHILDREN, EXCEPTIONAL CHILDREN, FARMINGTON, HARD OF HEARING, HEARING THERAPY, MANTOR LIBRARY, PUBLICATIONS, SPEECH EDUCATION, SPEECH THERAPY,

PUBLICATIONS RELATED TO SPEECH PATHOLOGY AND AUDIOLOGY ARE LISTED SEQUENTIALLY BY DEWEY DECIMAL SYSTEM NUMBER OR VERTICAL FILE NUMBER. THE 266 BOOKS, PAMPHLETS, AND JOURNAL REPRINTS RANGE IN PUBLICATION DATE FROM 1892 TO 1966 AND ARE FROM THE MANTOR LIBRARY AT FARMINGTON STATE COLLEGE. THIS CATALOG IS PART OF A SERIES OF SUBJECT CATALOGS LISTING SPECIAL EDUCATION HOLDINGS AT THE MANTOR LIBRARY. THIS ARTICLE IS PUBLISHED IN THE "SPECIAL EDUCATION BULLETIN," OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 4B, NOVEMBER 1, 1966. (MY)

ED 011 714 EC 000 126

SHELBY COUNTY SCHOOLS COURSE OF STUDY FOR EDUCABLE MENTALLY RETARDED.
SHELBY COUNTY BOARD OF EDUCATION, MEMPHIS, TENN.

PUB DATE JUN 65

EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, INSTRUCTIONAL MATERIALS, INTERMEDIATE GRADES, MEMPHIS, PRIMARY GRADES, SECONDARY INSTRUCTIONAL LEVEL, SHELBY COUNTY TENNESSEE SCHOOLS, SPECIAL EDUCATION, VOCATIONAL EDUCATION,

OBJECTIVES, CONTENT, AND TEACHING METHODS ARE SUGGESTED FOR THE COMMUNICATING SKILLS (READING, SPELLING, LANGUAGE, WRITING), THE ENUMERATING SKILL (ARITHMETIC), THE LIVING SKILLS (HEALTH, SCIENCE), AND THE ENRICHING SKILLS (ART, MUSIC). EACH OF THESE SKILL AREAS IS DISCUSSED SEPARATELY FOR THE PRIMARY, INTERMEDIATE, AND SECONDARY LEVELS. A SECTION ON VOCATIONAL EDUCATION INCLUDES OBJECTIVES, CONTENT, AND METHODS. SPECIFIC MATERIALS ARE LISTED FOR MUSIC ACTIVITIES. (MY)

ED 011 715 EC 000 137

OKLAHOMA CURRICULUM GUIDE FOR TEACHER-COORDINATORS OF EDUCABLE MENTALLY HANDICAPPED STUDENTS, VOLUME 4, SPECIAL EDUCATION-VOCATIONAL REHABILITATION COOPERATIVE PROGRAM, GRADES 10-11-12.
OKLAHOMA STATE DEPT OF EDUCATION, OKLAHOMA CITY

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *CURRICULUM GUIDES, *EDUCABLE MENTALLY

HANDICAPPED, *SECONDARY INSTRUCTIONAL LEVEL, *STATE PROGRAMS, *TEACHER COORDINATORS, ARITHMETIC, BIOLOGICAL SCIENCES, COMMUNICATION SKILLS, OKLAHOMA CITY, RECORDS (FORMS), SOCIAL STUDIES, SPECIAL EDUCATION, VOCATIONAL EDUCATION,

THE GUIDE CONSISTS OF FOUR PARTS--(1) AN INDEX OF BASIC RESOURCE UNITS AND DIRECTIONS FOR THEIR USE, (2) OUTLINES FOR EACH UNIT, (3) UNIT AND STUDENT RECORDS SHEETS, AND (4) SUPPORTIVE MATERIALS, SUCH AS BOOKS AND SOURCES FOR FREE MATERIAL. BASED ON THE ASSUMPTION THAT TEACHERS OF GRADES 1-9 HAVE TAUGHT PIVOTAL SKILLS, THE SERIES OF UNITS PROVIDE FOR CONTINUITY OF INSTRUCTION. STATE BOARD OF EDUCATION REQUIREMENTS FOR THE EDUCABLE MENTALLY HANDICAPPED INCLUDE SIX REQUIRED UNITS, THREE OF WHICH ARE IN COMMUNICATIVE SKILLS AND ONE EACH IN SOCIAL SCIENCES, LIFE SCIENCES, AND COMPUTATIONAL SKILLS. UNIT OUTLINES FOR THESE SUBJECT AREAS PLUS VOCATIONS ARE PRESENTED. TWENTY-TWO REFERENCES ARE LISTED. (JZ)

ED 011 716 EC 000 141

GUIDE FOR TRAINING RECREATION LEADERS IN CONSTRUCTIVE AND CREATIVE RECREATION ACTIVITIES FOR THE MENTALLY RETARDED. IN SERVICE TRAINING MANUAL.
By- HATCH, MODESTA AND OTHERS
RAINIER STATE SCHOOL, BUCKLEY, WASH.
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *GAMES, *MENTALLY HANDICAPPED, *PHYSICAL ACTIVITIES, *RECREATION, *RECREATIONAL ACTIVITIES, BUCKLEY, GUIDES, MUSIC, SINGING, TEACHERS,

DEVELOPED AS A GUIDE FOR RECREATION LEADERS AND VOLUNTEERS WORKING WITH THE MENTALLY HANDICAPPED, THIS BOOKLET PRESENTS GUIDELINES AND SPECIFIC ACTIVITIES FOR PHYSICAL CONDITIONING AND SOCIAL-RECREATIONAL ACTIVITIES. RECREATIONAL THEORIES AND THEIR APPLICATION TO THE MENTALLY HANDICAPPED ARE PRESENTED. DIRECTIONS ARE GIVEN FOR PHYSICAL EXERCISES, BALL AND BEAN BAG GAMES, MUSICAL AND SINGING GAMES, AND FINGERPLAYS. THE BIBLIOGRAPHY CONTAINS OVER 66 ITEMS. (MY)

ED 011 717 EC 000 151

CRITERIA FOR SPECIAL EDUCATION PROGRAMS IN NEBRASKA SCHOOLS.
By- FALLS, CHARLES W. AND OTHERS
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *LEGISLATION, *PROGRAM PLANNING, *QUALIFICATIONS, *SPECIAL EDUCATION, *STATE AID, ADMINISTRATIVE PERSONNEL, ADMINISTRATOR GUIDES, ADMISSION CRITERIA, EDUCABLE MENTALLY HANDICAPPED, HARD OF HEARING, HOMEBOUND CHILDREN, LINCOLN, PHYSICALLY HANDICAPPED, PSYCHOLOGICAL SERVICES, PSYCHOLOGISTS, PSYCHOMETRISTS, SPECIAL SCHOOLS, SPEECH HANDICAPS, STATE AGENCIES, SUPERVISORS, TEACHER QUALIFICATIONS, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED,

THIS ADMINISTRATOR GUIDE CONTAINS THE FULL STATEMENT OF LAWS AND RULINGS FOR THE ESTABLISHMENT AND OPERATION OF SPECIAL EDUCATION PROGRAMS. FOR EACH TYPE OF HANDICAP, A DEFINITION, ADMISSION CRITERIA, TEACHER QUALIFICATIONS, PROCEDURE FOR ESTABLISHING PROGRAM, AND REIMBURSEMENT INFORMATION ARE PROVIDED. SCHOOL PSYCHOLOGICAL SERVICES AND OTHER AGENCIES DEALING WITH EXCEPTIONAL CHILDREN ARE LISTED. (MY)

ED 011 718 EC 000 152

SPECIAL EDUCATION, CURRICULUM GUIDELINES FOR TEACHERS OF EDUCABLE MENTALLY RETARDED CHILDREN IN NEBRASKA.
By- ALCORN, DEWAINE AND OTHERS
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.76 89P.

DESCRIPTORS- *CURRICULUM GUIDE (FORM), *EDUCABLE MENTALLY HANDICAPPED, *RECORDS (FORMS), ARITHMETIC, ART EDUCATION, HEALTH EDUCATION, INSTRUCTIONAL MATERIALS, LANGUAGE ARTS, LINCOLN, SAFETY EDUCATION, SOCIAL DEVELOPMENT, VOCATIONAL EDUCATION,

PREPARED BY A 1965 SUMMER WORKSHOP AT THE UNIVERSITY OF NEBRASKA, THIS GUIDE LISTS SPECIFIC SKILLS AND UNDERSTANDINGS TO BE DEVELOPED IN SEVEN SUBJECT AREAS. IN EACH AREA, SKILLS AND UNDERSTANDINGS ARE DIVIDED INTO A PRIMARY LEVEL, AN INTERMEDIATE LEVEL, AND AN ADVANCED LEVEL. WORKBOOKS AND MATERIALS, VOCABULARY LISTS, GAMES AND EQUIPMENT, AND TEACHER REFERENCE SOURCES ARE LISTED. EXAMPLES OF FORMS FOR GATHERING PUPIL INFORMATION, FOR USE IN PARENT CONFERENCES, AND FOR EVALUATION OF THIS CURRICULUM GUIDE ARE INCLUDED. (MY)

ED 011 719 EC 000 156

FACULTY PUBLICATIONS OF THE INSTITUTE FOR RESEARCH ON EXCEPTIONAL CHILDREN.
ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.68 47P.

DESCRIPTORS- *BIBLIOGRAPHY (FORM), *EXCEPTIONAL CHILDREN, ILLINOIS INSTITUTE FOR RESEARCH ON EXCEPTIONAL CHILDREN, URBANA,

THE PUBLICATIONS OF EACH OF 14 FACULTY MEMBERS OF THE INSTITUTE FOR RESEARCH ON EXCEPTIONAL CHILDREN ARE LISTED BY TYPE OF PUBLICATION, THAT IS, JOURNAL ARTICLES, BOOK REVIEWS, BOOKS, AND MONOGRAPHS. ALSO INCLUDED ARE OTHER PUBLICATIONS OF THE INSTITUTE AND DOCTORAL DISSERTATIONS SUPPORTED BY THE INSTITUTE. (CG)

ED 011 720 EC 000 161

SPECIAL EDUCATION PROGRAMS. SPECIAL REPORT.
MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.
PUB DATE SEP 65
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *BUILDING DESIGN, *PHYSICAL FACILITIES, *POPULATION DISTRIBUTION, *PROGRAM GUIDES, *SPECIAL EDUCATION, AURALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, HOMEBOUND CHILDREN, HOSPITALIZED CHILDREN, LEARNING DIFFICULTIES, MONTGOMERY COUNTY, PHYSICALLY HANDICAPPED, ROCKVILLE, SPEECH HANDICAPPED, STATE AID, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED,

PROGRAMS FOR HANDICAPPED CHILDREN AND THE NEED FOR

FACILITIES ARE OUTLINED. CHARTS AND MAPS PRESENT COUNTY GEOGRAPHIC DISTRIBUTION FOR EACH HANDICAP. SPACE AND DESIGN RECOMMENDATIONS FOR PROJECTED FACILITIES AND MODIFICATION OF EXISTING PHYSICAL FACILITIES ARE INCLUDED. (MY)

ED 011 721 EC 000 201

A DICTIONARY OF IDIOMS FOR THE DEAF.
By- BOATNER, MAXINE T. GATES, JOHN E.
AMERICAN SCHOOL FOR THE DEAF., WEST HARTFORD, CONN
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DEAF, *DEAF EDUCATION, *DICTIONAIRES, *IDIOMS, *LANGUAGE INSTRUCTION, ENGLISH, HARD OF HEARING, LANGUAGE, LANGUAGE DEVELOPMENT, LINGUISTIC PATTERNS, LINGUISTICS, SPECIAL EDUCATION, STRUCTURAL ANALYSIS, WEST HARTFORD,

DESIGNED FOR USE IN SECONDARY CLASSES FOR THE DEAF, THIS DICTIONARY LISTS OVER 4,000 IDIOMATIC EXPRESSIONS. FOR EACH IDIOM, THE ENTRY MAY INCLUDE VARIANT FORMS, PART OF SPEECH LABEL, STYLE LABEL, DEFINITION, USAGE NOTE, ILLUSTRATIVE SENTENCES, CROSS REFERENCES, A SYNONYM OR CONTRAST, AND ETYMOLOGY. AN APPENDIX LISTS ESSENTIAL IDIOMS. THIS DOCUMENT WAS PUBLISHED IN 1966 BY THE AMERICAN SCHOOL FOR THE DEAF, WEST HARTFORD, CONNECTICUT 06107, AT $2.70. (MY)

ED 011 722 EC 000 208

FACTS ON THE MAJOR KILLING AND CRIPPLING DISEASES IN THE UNITED STATES TODAY.
NATIONAL HEALTH EDUCATION COMMITTEE INC., NEW YORK
PUB DATE 66

EDRS PRICE MF-$0.72 HC-$19.28 482P.

DESCRIPTORS- *DISEASE CONTROL, *DISEASES, *MEDICAL RESEARCH, *MEDICAL SERVICES, *REHABILITATION, ALLERGY, BLIND, CEREBRAL PALSY, DEAF, EMOTIONALLY DISTURBED, EPILEPSY, EXPENDITURES, HEALTH, HEALTH PROGRAMS, HEALTH SERVICES, INCIDENCE, INFECTIOUS DISEASES, MENTAL ILLNESS, MENTAL RETARDATION, MENTALLY HANDICAPPED, NEUROLOGICAL DEFECTS, NEUROLOGICALLY HANDICAPPED, NEW YORK CITY, ORTHOPEDICALLY HANDICAPPED, PHYSICALLY HANDICAPPED, POPULATION GROWTH, PREVENTION, STATISTICAL DATA,

MAJOR CAUSES OF DEATH AND DISABILITY, RESULTS OF MEDICAL RESEARCH, LIFE EXPECTANCY FIGURES, COST OF ILLNESS TO THE UNITED STATES, AND GOVERNMENT EXPENDITURES IN MEDICINE AND HEALTH ARE PRESENTED TABULARLY AND GRAPHICALLY IN QUESTION AND ANSWER FORM. FOR EACH OF 14 MAJOR DISEASES, PERTINENT FACTS ARE LISTED ABOUT INCIDENCE, COST, DEATH RATE, RESEARCH FINDINGS, PROGNOSIS, CARE AND TREATMENT, AND PREVENTION. EXPENDITURES FOR MEDICAL RESEARCH ARE COMPARED WITH OTHER AMERICAN EXPENDITURES, SUCH AS DEFENSE, SPACE EXPLORATION, AND CONSUMER GOODS. FACT SHEETS ARE ALSO PROVIDED ON REHABILITATION OF THE DISABLED AND POPULATION GROWTH. COMPREHENSIVE CHARTS PROVIDE INFORMATION ON (1) DEATH AND DEATH RATES FOR 32 DISEASES BY YEAR FROM 1945 TO 1965 AND (2) FUNDS RAISED AND FUNDS ALLOCATED TO MEDICAL RESEARCH BY 17 VOLUNTARY HEALTH AGENCIES FROM 1952 TO 1964. SOURCES OF THE INFORMATION ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL HEALTH EDUCATION COMMITTEE, INC., 866 UNITED NATIONS PLAZA, NEW YORK, NEW YORK 10017, FOR $5.25. (MY)

ED 011 723 EC 000 230

A SURVEY OF THE SPEECH AND HEARING NEEDS OF RESIDENTS IN FOUR COUNTIES OF AN ECONOMICALLY DEPRESSED AREA. FINAL REPORT.
By- BLANK, EARL W. BLANK, GEORGIANA D.
NORTHEASTERN STATE COLL., TAHLEQUAH, OKLA.
PUB DATE DE C65

EDRS PRICE MF-$0.18 HC-$2.95 74P.

DESCRIPTORS- *AUDITION (PHYSIOLOGY), *SCREENING TESTS, *SPEECH, AURALLY HANDICAPPED, DEPRESSED AREAS (GEOGRAPHIC), HEARING THERAPY, NEEDS, NORTHEASTERN STATE COLLEGE SPEECH AND HEARING CLINIC, SPEECH HANDICAPPED, SPEECH THERAPY, SURVEYS, TAHLEQUAH,

THE PURPOSE OF THE SURVEY CONDUCTED BY THE SPEECH AND HEARING CLINIC, NORTHEASTERN STATE COLLEGE, TAHLEQUAH, OKLAHOMA, WAS TO DETERMINE THE NEED FOR SPEECH AND HEARING SERVICES IN FOUR ECONOMICALLY DEPRESSED OKLAHOMA COUNTIES AND TO FIND ECONOMICAL AND EFFECTIVE WAYS OF PROVIDING THE SERVICES. COUNTY SCHOOLS AND DEPARTMENTS OF PUBLIC HEALTH AND WELFARE REFERRED PERSONS WITH SUSPECTED SPEECH OR HEARING HANDICAPS. EACH SUBJECT WAS INTERVIEWED, GIVEN AN AUDIOMETRIC SCREENING TEST, A SIMPLIFIED PHONETIC INVENTORY, A VISUAL EXAMINATION, AND A BRIEF PSYCHOLOGICAL ASSESSMENT. EVALUATION CENTERS WERE ESTABLISHED IN EACH COUNTY. MORE COMPLETE SPEECH AND HEARING EVALUATIONS WERE GIVEN TO THOSE WHO DID NOT PASS THE SCREENING AND WANTED RETESTS. LESS THAN HALF THE PEOPLE REQUESTING APPOINTMENTS FOR EVALUATION APPEARED FOR TESTING BECAUSE OF LACK OF TRANSPORTATION. FOR THE SAME REASON, LESS THAN HALF THE PEOPLE SCHEDULED FOR RETESTING KEPT THEIR APPOINTMENTS. OVER 90 PERCENT OF THE ORIGINAL REFERRALS TESTED HAD AT LEAST ONE MARKED DISORDER, AND MANY SHOWED MULTIPLE DISORDERS. MANY HAD NEVER BEEN PREVIOUSLY EVALUATED AND HAD NOT KNOWN SUCH SERVICES EXISTED. IT WAS RECOMMENDED THAT THE COLLEGE CLINIC SET UP THERAPY TEAMS, THAT A MOBILE UNIT BE ESTABLISHED FOR FIELD USE, AND THAT OTHER AGENCIES ASSIST WITH MEDICAL, DENTAL, AND PSYCHOLOGICAL SERVICES. (MK)

ED 011 724 EC 000 237

HIGH INTEREST, LOW VOCABULARY BOOKS, A BIBLIOGRAPHY.
COLORADO STATE DEPT. OF EDUCATION, DENVER
PUB DATE AUG 65

EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *HIGH INTEREST LOW VOCABULARY BOOKS, *INSTRUCTIONAL MATERIALS, *READING INSTRUCTION, *READING MATERIALS, *TEXTBOOKS, BIBLIOGRAPHY (FORM), DENVER, ELEMENTARY INSTRUCTIONAL LEVEL, SECONDARY INSTRUCTIONAL LEVEL, TEXTBOOK PUBLICATIONS,

VOCABULARY LEVEL, INTEREST LEVEL, AUTHOR, TITLE, AND PUBLISHER ARE LISTED FOR 2,129 BOOKS. BOOKS ARE LISTED BY VOCABULARY LEVEL WHICH RANGES FROM PRIMER TO GRADE 7. INTEREST LEVEL RANGE IS FROM PRIMER TO GRADE 12. CONTRIBUTING PUBLISHERS AND THEIR ADDRESSES ARE PROVIDED. (MY)

ED 011 725 EC 000 243

STUTTERING--ITS PREVENTION. THE OPINIONS OF CERTAIN AUTHORITIES, CONFERENCE ON THE PREVENTION OF STUTTERING (ACAPULCO, DECEMBER 27, 1961 TO JANUARY 2, 1962). JANUARY 2, 1962, PUB. NO 3).
By- MURPHY, ALBERT

SPEECH FOUNDATION OF AMERICA, MEMPHIS, TENN.
REPORT NUMBER SFA-PUB-3 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *SPEECH HANDICAPPED, *STUTTERING, ACAPULCO, PARENT ROLE, PREVENTION, SPEECH IMPROVEMENT,

WRITTEN FOR PARENTS, THIS BOOKLET IS DESIGNED TO HELP PREVENT STUTTERING IN CHILDREN. COMMUNICATION AND SPEECH BETWEEN PARENT AND CHILD IS TRACED DEVELOPMENTALLY FROM BIRTH. THE IMPORTANCE OF PARENTAL ATTITUDES AND ACTIONS TOWARD THE CHILD, SPEECH, AND CONVERSATION IS DISCUSSED. PARENTS ARE GIVEN SUGGESTIONS TO HELP THE DEVELOPMENT OF GOOD SPEECH. SITUATIONS WHICH MAY HAMPER SPEECH DEVELOPMENT AND CAUSE STUTTERING ARE DISCUSSED ALONG WITH RECOMMENDATIONS OF HOW PARENTS SHOULD HANDLE THE PROBLEM. THIS DOCUMENT IS ALSO AVAILABLE FROM SPEECH FOUNDATION OF AMERICA, 152 LOMBARDY ROAD, MEMPHIS, TENNESSEE, FOR $0.25. (MY)

ED 011 726 EC 000 250
AN INTERDISCIPLINARY APPROACH IN THE IDENTIFICATION OF MENTALLY RETARDED INDIAN CHILDREN. PILOT STUDY.
BUREAU OF INDIAN AFFAIRS, WASHINGTON, D.C.
PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *AMERICAN INDIANS, *IDENTIFICATION, *MENTALLY HANDICAPPED, *MINORITY GROUP CHILDREN, *PROGRAM PLANNING, CHILDREN, DIAGNOSTIC TESTS (EDUCATION), DISTRICT OF COLUMBIA, EDUCATIONALLY DISADVANTAGED, MEDICAL EVALUATION, PILOT PROJECTS, PSYCHOLOGICAL EVALUATION, PSYCHOLOGICAL TESTING, SCREENING TESTS, SPECIAL EDUCATION, STANFORD ACHIEVEMENT TEST,

A 1-YEAR PILOT STUDY SCREENED 1,200 NAVAJO INDIAN CHILDREN ENROLLED IN INDIAN BOARDING SCHOOLS OF SAN JUAN AND SHIPROCK, NEW MEXICO. A TEACHER REFERRAL FORM USED FOR INITIAL SCREENING LOCATED 56 CHILDREN BETWEEN THE AGES OF 7 AND 14. INDIVIDUAL BEHAVIOR PROFILES WERE PREPARED FROM PSYCHOLOGICAL AND MEDICAL EVALUATIONS AND SOCIAL HISTORIES. THIRTY-FIVE CHILDREN WERE JUDGED TO BE EDUCABLE MENTALLY RETARDED, AND 15 CHILDREN WHO HAD OTHER HANDICAPPING CONDITIONS NOT RELATED TO MENTAL RETARDATION WERE REFERRED TO OTHER AGENCIES. THREE CHILDREN WHO WERE DIAGNOSED AS BEING SEVERELY RETARDED, BRAIN INJURED, AND EMOTIONALLY DISTURBED WERE REFERRED TO A RESIDENTIAL HOSPITAL. THE REMAINING THREE WERE CONSIDERED NORMAL CHILDREN AND INAPPROPRIATE REFERRALS. PLANS WERE MADE FOR FOUR SPECIAL CLASSES OF 10 CHILDREN EACH TO BEGIN IN SEPTEMBER 1965. TEACHERS WERE TO RECEIVE SPECIAL TRAINING. RECOMMENDATIONS BASED ON THE STUDY ARE MADE. AN APPENDIX CONTAINS THE TEACHER REFERRAL FORM, SOCIAL HISTORY OUTLINE, STAFF DIRECTORY, STANFORD ACHIEVEMENT TEST DATA, ESTIMATED COST OF STUDY, AND THE DIAGNOSTIC SUMMARY AND INSTRUCTIONAL CLASSIFICATION FOR TWO OF THE CHILDREN. (JA)

ED 011 727 EC 000 254
AN INVITATION TO STATEWIDE CURRICULUM BUILDING.
By- BLESSING, KENNETH R.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER WDPI-BULL-3 PUB DATE MAR 63
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *CENTERS OF INTEREST, *CURRICULUM, *CURRICULUM GUIDES, *MENTALLY HANDICAPPED, CHILDREN, GROUPING (INSTRUCTIONAL PURPOSES), INSTRUCTIONAL MATERIALS, MADISON, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS),

BECAUSE THE AUTHOR FEELS THAT THE REGULAR ACADEMIC CURRICULUM DOES NOT MEET THE LIFE NEEDS AND INTERESTS OF THE MENTALLY RETARDED, HE SUGGESTS THAT THE CENTER OF INTEREST OR UNIT APPROACH BE USED. THIS TYPE OF CURRICULUM AND GROUPING FOR INSTRUCTION IS DISCUSSED. LISTS OF SUGGESTED CENTER OF INTEREST UNITS ARE PRESENTED FOR RETARDED CHILDREN OF VARIOUS DEVELOPMENTAL LEVELS. (EB)

ED 011 728 EC 000 265
SUGGESTIONS AND A GENERAL PLAN OF THERAPY FOR THE HARD OF HEARING CHILD.
By- WALSVIK, ORVIN E.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
PUB DATE JUN 63
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *AUDITORY TRAINING, *HARD OF HEARING, *HEARING THERAPY, *LESSON PLANS, *LIPREADING, AUDITION (PHYSIOLOGY), CHILDREN, GROUPING (INSTRUCTIONAL PURPOSES), HEARING AIDS, INSTRUCTIONAL MATERIALS, MADISON, SPECIAL EDUCATION, TESTS, VOCABULARY,

THIS THERAPY PROGRAM OUTLINE IS INTENDED TO AID SPEECH CORRECTIONISTS WORKING WITH THE SPEECH, LANGUAGE, LIPREADING, AND AUDITORY DISCRIMINATION SKILLS OF MODERATELY HARD OF HEARING CHILDREN IN REGULAR CLASSES. IN ADDITION TO INFORMATION ON CLASSIFICATIONS AND ETIOLOGIES OF DIFFERENT TYPES OF HEARING IMPAIRMENT, THE FIRST SECTION CONTAINS A SUMMARY OF FREQUENCY AND INTENSITY CHARACTERISTICS OF EVERYDAY SPEECH AS WELL AS LISTINGS OF MEDICAL AND EDUCATIONAL FACILITIES AVAILABLE IN WISCONSIN. A SECOND SECTION PRESENTS A DISCUSSION OF PARENT COUNSELING AND SUGGESTIONS FOR AUDITORY TRAINING INCLUDING A BASIC VOCABULARY AND LEARNING SEQUENCE OF SOUND ARTICULATION. LESSON PLANS ON USING THE HEARING AID AND LIPREADING ARE PRESENTED. REPRODUCTIONS OF COMMONLY USED SPEECH DISCRIMINATION AND LIPREADING TESTS AND A HEARING AID TROUBLESHOOTING CHART ARE INCLUDED. SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER ARE LISTED. A 76-ITEM BIBLIOGRAPHY INCLUDING LITERATURE, RECORDINGS, AND FILMS IS INCLUDED. (DN)

ED 011 729 EC 000 287
VOCATIONAL REHABILITATION FOR MENTALLY RETARDED PUPIL-CLIENTS. FINAL REPORT.
By- CRUMP, WILLIAM A. AND OTHERS
GEORGIA STATE OFFICE OF VOCATIONAL REHABILITATION
PUB DATE SEP 66
EDRS PRICE MF-$0.27 HC-$7.72 193P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *SPECIAL EDUCATION, *VOCATIONAL EDUCATION, *VOCATIONAL REHABILITATION, A.P. JARRELL PREVOCATIONAL EVALUATION AND TRAINING CENTER, ADOLESCENTS, ATLANTA, COMMUNITY RESOURCES, CURRICULUM, DEMONSTRATION PROGRAMS, JOB PLACEMENT, ON THE JOB TRAINING, PERSONNEL, RECORDS (FORMS), SECONDARY INSTRUCTIONAL LEVEL, STATE PROGRAMS, TEACHER EDUCATION, VOCATIONAL ADJUSTMENT, VOCATIONAL COUNSELING, VOCATIONAL TRAINING CENTERS, WORK

STUDY PROGRAMS,

THIS 5-YEAR DEMONSTRATION PROJECT PROVIDED ADOLESCENT EDUCABLE MENTALLY HANDICAPPED STUDENTS WITH A COMBINED PROGRAM OF VOCATIONAL REHABILITATION AND SERVICES AND OTHER SECONDARY LEVEL EDUCATIONAL AND VOCATIONAL TRAINING EXPERIENCES. STATE AND LOCAL VOCATIONAL AND EDUCATIONAL RESOURCES WERE UTILIZED. STUDENTS WERE REFERRED FOR VOCATIONAL REHABILITATION AT AGE 14. A PSYCHOLOGICAL EVALUATION, HOME VISIT, VOCATIONAL APPRAISAL REPORT, AND A VOCATIONAL TRAINING PLAN WERE MADE FOR EACH STUDENT. STUDENTS AGED 14 TO 16 WERE TRAINED IN ON-CAMPUS JOBS. OLDER STUDENTS WERE PLACED IN A WORK STUDY PROGRAM AND WERE TRAINED AT JOBS IN THE COMMUNITY. THE NUMBER OF PUPIL CLIENTS INCREASED FROM 338 THE 1ST YEAR OF THE PROJECT TO 3,636 IN THE 5TH YEAR. SIMILARLY, THE NUMBER REHABILITATED ROSE FROM ONE TO 210. AVERAGE CASE COST PER REHABILITANT WAS $247. OF PEOPLE INVOLVED LOCALLY WHO RESPONDED TO A QUESTIONNAIRE, 80 PERCENT FELT THE COMBINED PROGRAM WAS EFFECTIVE. THE LENGTH OF TIME IN THE PROGRAM AS RELATED TO JOB PLACEMENT WAS SIGNIFICANT, BUT THE IQ SCORE WAS NOT A USEFUL PREDICTOR OF SUCCESS IN EMPLOYMENT. ON-THE-JOB TRAINING, THE WORK STUDY PROGRAM, AND THE USE OF VOCATIONAL REHABILITATION COUNSELORS WERE FOUND TO BE EFFECTIVE. THIRTY RELATED STUDIES ARE REVIEWED. SAMPLE FORMS AND EVALUATIONS ARE INCLUDED. A 41-ITEM BIBLIOGRAPHY IS INCLUDED. (MY)

ED 011 730 EC 000 300

BIBLIOGRAPHY ON DEAFNESS, A SELECTED INDEX.
BY- FELLENDORF, GEORGE W. AND OTHERS
ALEXANDER GRAHAM BELL ASSN. FOR THE DEAF INC.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *BIBLIOGRAPHIES, *DEAF, *HARD OF HEARING, *SPECIAL EDUCATION, AMERICAN ANNALS OF THE DEAF, APHASIA, ARITHMETIC, ART, AUDIOLOGY, AUDITORY TRAINING, DAY SCHOOLS, DEAF BLIND, DISTRICT OF COLUMBIA, HEARING AIDS, INSTRUCTIONAL MATERIALS, LANGUAGE, LIPREADING, MANUAL COMMUNICATION, MULTIPLY HANDICAPPED, MUSIC, PARENTS, PRESCHOOL CHILDREN, PSYCHOLOGY, READING, RELIGION, SCIENCE EDUCATION, SOCIAL STUDIES, SPEECH, TEACHER EDUCATION, VOCATIONAL EDUCATION, VOCATIONAL REHABILITATION, VOLTA REVIEW,

APPROXIMATELY 3,200 REFERENCES ARE LISTED BY AUTHOR AND GROUPED ACCORDING TO SUBJECT. ALL REFERENCES ARE ARTICLES FROM "THE VOLTA REVIEW," 1899 TO 1965, OR "THE AMERICAN ANNALS OF THE DEAF," 1847 TO 1965. AN AUTHOR INDEX IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC., THE VOLTA BUREAU, WASHINGTON, D.C., AT $3.50 (PAPERBACK) AND $10.00 (CLOTH). (HK)

ED 011 731 EC 000 350

A DESCRIPTIVE STUDY OF THE INCIDENCE OF SEIZURES AND TEACHERS' ATTITUDES TOWARD CHILDREN WITH EPILEPSY IN THE MINNEAPOLIS, MINNESOTA, PUBLIC SCHOOLS.
BY- FORCE, DEWEY G., JR.
MINNESOTA EPILEPSY LEAGUE, ST. PAUL

PUB DATE DEC 65

EDRS PRICE MF-$0.18 HC-$3.12 78P.

DESCRIPTORS- *EPILEPSY, *NEUROLOGICAL DEFECTS, *NEUROLOGICALLY HANDICAPPED, *SEIZURES, *TEACHER ATTITUDES, CHILDREN, INCIDENCE, SPECIAL HEALTH PROBLEMS, ST. PAUL,

THIS STUDY WAS DESIGNED TO DETERMINE THE INCIDENCE OF SEIZURES AMONG CHILDREN IN A PUBLIC SCHOOL SYSTEM AND TEACHERS' KNOWLEDGE AND ATTITUDES ABOUT EPILEPTIC CHILDREN. OF 70,342 CHILDREN IN MINNEAPOLIS PUBLIC SCHOOLS IN SEPTEMBER 1963, 318 (A RATE OF 4.52 PER 1,000) HAD A MEDICAL DIAGNOSIS OF SEIZURES. FIFTY-SIX PERCENT OF THESE WERE BOYS AND 44 PERCENT WERE GIRLS. TEACHERS IN 16 ELEMENTARY SCHOOLS AND FIVE SECONDARY SCHOOLS RESPONDED TO A 12-ITEM QUESTIONNAIRE DESIGNED TO DETERMINE TEACHERS' KNOWLEDGE ABOUT SEIZURES, THEIR EXPOSURE TO CHILDREN WITH SEIZURES, AND THEIR ATTITUDES TOWARD EPILEPSY AND EPILEPTIC CHILDREN. RESULTS SHOWED THAT EPILEPSY AMONG SCHOOL CHILDREN IS MORE FREQUENT THAN SUPPOSED, THAT STEREOTYPES AND MISCONCEPTIONS ABOUT EPILEPSY AND EPILEPTICS EXIST, THAT KNOWLEDGE OF TEACHERS ABOUT EPILEPSY IS OFTEN SKETCHY, AND THAT TEACHERS' ATTITUDES TOWARD THESE CHILDREN ARE HIGHLY VARIABLE AND OFTEN NOT BASED ON MODERN MEDICAL AND PSYCHOLOGICAL KNOWLEDGE. (JA)

ED 011 732 FL 000 027

MEANING, MEANINGFULNESS AND ASSOCIATION IN THE CONTEXT OF LANGUAGE TEACHING MEDIA.
BY- FLEMING, GERALD

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *ASSOCIATIVE LEARNING, *COMMUNICATION (THOUGHT TRANSFER), *CONNOTATIONS, *SECOND LANGUAGE LEARNING, *VOCABULARY DEVELOPMENT, BEHAVIOR PATTERNS, COMPREHENSION, CONDITIONED RESPONSE, VISUAL STIMULI, WORD RECOGNITION,

THE AUTHOR'S POSITION WAS THAT, BECAUSE PEOPLE OFTEN DIFFER IN THEIR UNDERSTANDING OF THE MEANING OF WORDS, LINGUISTS MUST WORK WITH PSYCHOLOGISTS, NEUROLOGISTS, AND OTHERS TO GUIDE LANGUAGE TEACHERS IN THEIR KNOWLEDGE OF HOW A LANGUAGE WORKS AND HOW BEST TO COMMUNICATE THIS KNOWLEDGE TO THEIR STUDENTS. WHILE DENOTATIVE MEANING REFERS PRIMARILY TO VISUAL AND FACTUAL EFFECTS, CONNOTATIVE MEANING IS LINKED TO EMOTION, MAKING IT IMPERATIVE FOR THE FOREIGN LANGUAGE TEACHER TO BE STEEPED IN THE SOCIAL-CULTURAL ATMOSPHERE OF THE COUNTRY WHOSE LANGUAGE HE IS TEACHING IN ORDER TO CREATE IN HIS STUDENTS AN AWARENESS OF VERBAL CONTEXT SIMILAR TO THAT OF NATIVES OF THE FOREIGN COUNTRY. THIS ARTICLE IS A REPRINT FROM "PRAXIS DES NEUSPRACHLICHEN UNTERRICHTS," NUMBER 2, 1966. (GJ)

ED 011 733 FL 000 039

LANGUAGE LABORATORY WORK FOR ADVANCED STUDENTS AND THE "AUDIO-ADAPTER".
BY- BUNG, KLAUS

PUB DATE JUN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADVANCED STUDENTS, *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *MODERN LANGUAGES, *TEACHING TECHNIQUES, AUDIOLINGUAL SKILLS, SELF PACING MACHINES, SPEAKING ACTIVITIES, TAPE RECORDERS, WRITING EXERCISES,

WAYS ARE SUGGESTED FOR USING THE "AUDIO ADAPTER" IN THE LANGUAGE LABORATORY TO HELP DEVELOP THE SPEAKING SKILLS OF ADVANCED STUDENTS. A DETAILED DESCRIPTION OF THE AUDIO ADAPTER, A TYPE OF JUNCTION BOX, IS GIVEN, ALONG WITH INSTRUCTIONS FOR CONSTRUCTING IT. FOUR TYPES OF SPEAKING PRACTICE ARE DESCRIBED--(1) FREE CONVERSATION, WITH STUDENTS WORKING IN TEAMS OF THREE, WITHOUT TEACHER MONITORING, (2) TAPE ANALYSIS, A CONVERSATION BETWEEN STUDENT AND TEACHER DURING WHICH THE TEACHER RECORDS COMMENTS AND CORRECTIONS FOR LATER REPLAY AND STUDY BY THE STUDENT, (3) ESSAY PREPARATION, IN WHICH A STUDENT PREPARES A PRELIMINARY RECORDED DRAFT, PLAYS IT FOR THE TEACHER, STUDIES THE TEACHER'S CORRECTIONS, AND, FINALLY, PREPARED THE WRITTEN ESSAY, AND (4) QUESTION-ANSWER PRACTICE IN WHICH THE STUDENT, USING TWO TAPE RECORDERS, CONTROLS THE LENGTH OF THE TIME PAUSE PROVIDED FOR HIS REPLIES TO QUESTIONS RECORDED ON TAPE. THIS ARTICLE WAS PUBLISHED IN "CONTACT," VOLUME 8, JUNE 1966. (AH)

ED 011 734 FL 000 119

EVALUATING THE OBJECTIVES IN FOREIGN-LANGUAGE TEACHING.

BY- VALETTE, REBECCA M.

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *MEASUREMENT TECHNIQUES, *MODERN LANGUAGES, *STANDARDIZED TESTS, *TEST CONSTRUCTION, AUDIOLINGUAL SKILLS, LANGUAGE INSTRUCTION KAY SONAGRAPH, LANGUAGE RESEARCH, LANGUAGE TESTS, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, OBJECTIVE TESTS, PIMSLEUR READING COMPREHENSION TESTS,

AUDIOLINGUAL TEACHING METHODS HAVE CREATED THE NEED FOR NEW TESTING TECHNIQUES IN THE FOUR LANGUAGE SKILLS OF LISTENING, SPEAKING, AND WRITING. VARIOUS CURRENT METHODS AND SPECIFIC STANDARDIZED TESTS FOR EVALUATING EACH OF THE SKILLS, INCLUDING PURE SKILLS TESTS WHICH UTILIZE ONLY ONE SKILL IN BOTH STIMULUS AND RESPONSE AND HYBRID SKILLS TESTS WHICH EMPLOY TWO OR MORE SKILLS PER ITEM, ARE DESCRIBED. SUGGESTIONS FOR FURTHER RESEARCH AND DEVELOPMENT IN LANGUAGE TESTING INCLUDE THE FOLLOWING--(1) COMPARABLE TESTS IN THE FOUR SKILLS SHOULD BE DEVELOPED, (2) PURE LISTENING COMPREHENSION TESTS SHOULD BE STANDARDIZED, AND THEIR RESULTS NATIONALLY COMPARED TO THOSE OF PURE READING TESTS, (3) THE PRECISE RELATIONSHIP BETWEEN THE COMPREHENSION AND THE PRODUCTION SKILLS SHOULD BE INVESTIGATED, (4) STUDIES FOR EACH FOREIGN LANGUAGE SHOULD DETERMINE THE APPLICABILITY OF "PARTIAL PRODUCTION" TECHNIQUES, AND (5) THE VALIDITY OF THE DICTATION IN MEASURING THE STUDENT'S COMMAND OF THE LANGUAGE SHOULD BE INVESTIGATED. THIS ARTICLE IS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 2, 1966. (AUTHOR)

ED 011 735 FL 000 120

AN EXPERIMENT IN TEACHING A SECOND LANGUAGE.

BY- ROCHA E SILVA, M. I. FERSTER, C. B.

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *GERMAN, *PROGRAMED INSTRUCTION, *SPEECH SKILLS, *TEACHING MACHINES, *WRITING SKILLS, AUTOINSTRUCTIONAL PROGRAMS, LANGUAGE RESEARCH, SECOND LANGUAGE LEARNING, SELF EVALUATION, TEACHING METHODS,

AN EXPERIMENT AT GEORGETOWN UNIVERSITY WITH EIGHT COLLEGE FRESHMEN INVOLVED A SEMIAUTOMATIC METHOD OF TEACHING A RAPID INTRODUCTION TO THE BASIC STRUCTURE OF GERMAN DERIVED FROM AN OPERANT CONDITIONING ANALYSIS OF VERBAL BEHAVIOR. THE PREDOMINANT FEATURE OF THE PROGRAM WAS A MATCHING-TO-SAMPLE TECHNIQUE UTILIZING A TEACHING MACHINE AND CARDS. THE MAJOR PROGRAMING PRINCIPLE WAS TO DIFFERENTIALLY REINFORCE THE STUDENTS BEHAVIOR AS HE WAS PRESENTED WITH SIMPLE OR MIXED TEXTUAL, PICTORIAL, AND AUDITORY STIMULI. REINFORCEMENT OCCURRED IN THE FORM OF IMMEDIATE FEEDBACK INDICATING THE CORRECTNESS OF THE RESPONSE. THE HYPOTHESIS OF THE EXPERIMENT WAS THAT AN EXTENSIVE REPERTOIRE AS A LISTENER AND READER WOULD PROVIDE THE BASIC PERFORMANCE FROM WHICH SPEAKING AND WRITING COULD EMERGE. IT WAS ASSUMED THAT THE STUDENT WOULD REINFORCE AND SHAPE HIS OWN BEHAVIOR AS HE HEARD DIFFERENCES BETWEEN HIS OWN SPEECH AND THAT OF THE NATIVE MODEL. ANOTHER FEATURE OF THIS LARGELY AUTODIDACTIC PROGRAM WAS THE BRIEF TEST GIVEN THE STUDENT AFTER EACH LESSON WHICH MEASURED HIS TOTAL PERFORMANCE TO DATE. ALTHOUGH THE RESULTS OF THE EXPERIMENT SUPPORTED THE HYPOTHESIS THAT SPEAKING AND WRITING SKILLS CAN BE TAUGHT THROUGH AUDITORY AND TEXTUAL MATERIALS, THAT PROCEDURE WAS NOT RECOMMENDED AS THE SOLE TEACHING METHOD. THE DOCUMENT INCLUDES AN EXTENSIVE, DETAILED DESCRIPTION OF THE DESIGN, METHODS, TECHNIQUES, PHASES, AND RESULTS OF THE EXPERIMENT. THIS ARTICLE IS A REPRINT FROM "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 2, 1966. (AUTHOR/AS)

ED 011 736 FL 000 121

DISCRIMINATION TRAINING AND SELF-EVALUATION IN THE TEACHING OF PRONUNCIATION.

BY- HENNING, WILLIAM A.

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *FRENCH, *LANGUAGE RESEARCH, *PRONUNCIATION INSTRUCTION, *SELF EVALUATION, CONCORDIA COLLEGE, LANGUAGE LABORATORY USE, MOORHEAD, TEACHING METHODS, TEST RESULTS,

AN EXPERIMENT WAS CONDUCTED TO DETERMINE THE EFFECT OF PHONEME DISCRIMINATION TRAINING UPON THE ABILITY OF SUBJECTS TO DISCRIMINATE AMONG FRENCH PHONEMES AND TO DISCRIMINATE FRENCH PHONEMES FROM THEIR ENGLISH NEAR-EQUIVALENTS, TO IMITATE THE PRONUNCIATION OF FRENCH PHONEMES, AND TO MAKE VALID JUDGMENTS OF THEIR OWN PRONUNCIATION. THREE GROUPS OF UNDERGRADUATES WITH NO PREVIOUS EXPERIENCE IN FRENCH RECEIVED TREATMENTS CONTAINING VARYING PROPORTIONS OF DISCRIMINATION TRAINING AND PRONUNCIATION PRACTICE. WHEN TESTED, THE GROUPS WHICH HAD RECEIVED THE HIGHEST PROPORTION OF DISCRIMINATION TRAINING PERFORMED DISCRIMINATION TASKS MORE ACCURATELY AND MIMICKED THE PRONUNCIATION OF FRENCH WORDS BETTER THAN THE GROUPS WITH HIGHER PROPORTIONS OF PRONUNCIATION PRACTICE. THERE WAS NO OVERALL DIFFERENCE IN THE NUMBER OF ERRORS IN SELF-EVALUATION THOUGH THE GROUP WHICH HAD RECEIVED THE HIGHEST PROPORTION OF DISCRIMINATION TRAINING TENDED TO BE MORE SEVERE IN ITS EVALUATION THAN THE OTHER GROUPS. IT APPEARS THAT DISCRIMINATION TRAINING IS AN EFFECTIVE TECHNIQUE IN THE TEACHING OF THE PRONUNCIATION OF FOREIGN LANGUAGES SINCE IT RESULTS IN BETTER PRONUNCIATION AND

STRICTER SELF-EVALUATION. BASED ON THE RESULT OF STRICTER SELF-EVALUATION, THE AUTHOR RECOMMENDED DISCRIMINATION TRAINING FOR USE IN LABORATORY CONTEXTS OR PROGRAMED INSTRUCTION WHERE THERE IS NO INSTRUCTOR TO MAKE EVALUATIONS. THIS DOCUMENT IS A REPRINT FROM THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 1, MARCH 1966. (AUTHOR)

ED 011 737 FL 000 122

FIRST YEAR COLLEGE FRENCH THROUGH AN AUDIO-LINGUAL PROGRAM.
BY- MUELLER, THEODORE HARRIS, ROBERT

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *FRENCH, *LANGUAGE RESEARCH, *PROGRAMED INSTRUCTION, *TEST RESULTS, AUDIOLINGUAL METHODS, COLLEGE LANGUAGE PROGRAMS, DROPOUT RATE, LANGUAGE LABORATORY USE, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, MODERN LANGUAGE APTITUDE TEST, UNIVERSITY OF AKRON,

THE EFFECTIVENESS OF PROGRAMED LEARNING IN AN AUDIOLINGUAL FRENCH COURSE WAS INVESTIGATED. THE EXPERIMENT INTENDED TO DETERMINE WHETHER A SELF-INSTRUCTIONAL COURSE WAS MORE EFFECTIVE THAN A COURSE TAUGHT UNDER TRADITIONAL CLASSROOM CONDITIONS, WHETHER THE PERCENTAGE OF STUDENTS DROPPING OUT COULD BE REDUCED SIGNIFICANTLY, AND WHETHER STUDENT INTEREST COULD BE MAINTAINED. A COMPARISON BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS SHOWED THAT--(1) A SMALLER PERCENTAGE OF STUDENTS DROPPED THE COURSE, (2) LOW APTITUDE STUDENTS WHO COMPLETED THE COURSE DID WELL, (3) A GREATER PERCENTAGE FROM THE EXPERIMENTAL GROUP THAN FROM THE CONTROL GROUP CONTINUED IN AND COMPLETED THEIR 2D YEAR FRENCH, (4) ALL STUDENTS OF THE EXPERIMENTAL GROUP ATTAINED EXCEPTIONAL ACCURACY IN PRONUNCIATION, (5) GENERALLY THE STUDENTS FROM THE EXPERIMENTAL DID AS WELL AS THE CONTROL GROUP, AND SIGNIFICANTLY BETTER IN THEIR MASTERY OF THE SPOKEN LANGUAGE AND IN THEIR VARIETY AND ACCURACY OF GRAMMATICAL STRUCTURES, (6) AT THE END OF THE 2D YEAR STUDENTS FROM THE EXPERIMENTAL GROUP HAD MAINTAINED THEIR STANDING IN RESPECT TO THE STUDENTS FROM THE CONTROL GROUP, (7) LOW-APTITUDE STUDENTS ACHIEVED RESULTS THAT COMPARE WELL WITH THOSE OF MORE GIFTED COLLEAGUES, AND (8) A COMPLETELY SELF-INSTRUCTIONAL PROGRAM, WITHOUT A TEACHER, IS NOT FEASIBLE. THIS ARTICLE IS A REPRINT FROM THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 1, 1966. (AUTHOR)

ED 011 738 FL 000 254

AFTERTHOUGHTS ON A PROFESSION.
BY- PARKER, WILLIAM RILEY

PUB DATE APR 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *LANGUAGE TEACHERS, *LANGUAGES, *PROFESSIONAL ASSOCIATIONS, *TEACHING, LEXINGTON,

THE AUTHOR DISCUSSES THE ORGANIZATION OF THE FOREIGN LANGUAGE PROFESSION. THE PROBLEMS, CONFUSION, WASTEFUL COMPETITION, AND UNCOORDINATED ACTIVITY RESULTING FROM THE PROLIFERATION OF PROFESSIONAL ASSOCIATIONS IN THE FOREIGN LANGUAGE FIELD ARE DESCRIBED. THE SOLUTION SUGGESTED TO REMEDY THIS SITUATION IS THE CREATION OF A NEW, NATIONAL MEMBERSHIP ORGANIZATION TO PROMOTE THE INTERESTS OF ALL TEACHERS OF MODERN AND CLASSICAL LANGUAGES AT ALL LEVELS, AN ORGANIZATION THAT WOULD, AMONG OTHER THINGS, COORDINATE THE SCATTERED ACTIVITIES OF EXISTING GROUPS, ATTACK BASIC PROBLEMS, ISSUE POLICY STATEMENTS, ENCOURAGE EXPERIMENTATION, DISTRIBUTE A PEDAGOGICAL JOURNAL, AND SECURE FOUNDATION AND FEDERAL SUPPORT FOR PROJECTS. THIS PAPER WAS PRESENTED TO THE KENTUCKY FOREIGN LANGUAGE CONFERENCE (19TH, LEXINGTON, APRIL 20, 1966). (AH)

ED 011 739 FL 000 263

SOME PEDAGOGICAL DANGERS IN RECENT LINGUISTIC TRENDS.

BY- BARRUTIA, RICHARD

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *APPLIED LINGUISTICS, *GRAMMAR, *LEARNING PROCESSES, *MODERN LANGUAGES, *TEACHING TECHNIQUES, AUDIOLINGUAL METHODS, INDUCTIVE METHODS, PATTERN DRILLS (LANGUAGE), SECOND LANGUAGE LEARNING,

THE OVERLY STRINGENT APPLICATION OF THEORIES OF RULE-GOVERNED GRAMMAR TO LANGUAGE TEACHING CAN CAUSE PROBLEMS FOR THE LEARNER. ELABORATION OF A RULE OF GRAMMAR IN ADVANCE OF DRILL HOLDS THREE DANGERS--(1) THE FALSE SECURITY WHICH RESULTS WHEN THE STUDENT FEELS THAT HE HAS LEARNED SOME ELEMENT OF VERBAL COMMUNICATION BECAUSE HE CAN STATE THE RULE, (2) THE INTERFERENCE IN UTTERANCE CONTROL, WHICH OCCURS NOT ONLY WHEN RULE-ORIENTED LEARNERS TRY TO SPEAK THE TARGET LANGUAGE, BUT ALSO WHILE THE PRACTICE DRILL IS IN PROGRESS, AND (3) THE FAILURE OF THE STUDENT TO LEARN HOW TO LEARN LANGUAGES, PROBABLY THE GRAVEST OF THE THREE DANGERS, FOR IT CAN HAMPER HIS LEARNING TO PERCEIVE RELATIONSHIPS AND TO ANALOGIZE. ON THE OTHER HAND, IF THE GRAMMAR IS PRESENTED AS A FINAL STEP OF A DRILL, OR NOT AT ALL, THERE IS THE DANGER THAT THE UNDERACHIEVERS, AND PERHAPS OTHERS, WILL BE INCAPABLE OF FORMULATING THE RULE FOR THEMSELVES. THE SOLUTION IS TO LET THOSE WHO CAN DISCOVER PATTERNS, DO SO. THEN, TOWARD THE MIDDLE OF THE DRILL PRESENTATION, THE TEACHER CAN ASK THE STUDENT WHAT IS TAKING PLACE GRAMMATICALLY, DISTILL HIS DESCRIPTION INTO A CONCISE, SCIENTIFIC STATEMENT, AND, FINALLY, PROVIDE ADDED DRILL FOR REINFORCEMENT. THIS ARTICLE IS A REPRINT FROM THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 3, 1966. (AUTHOR)

ED 011 740 FL 000 279

DIMENSION--LANGUAGES 65, PROCEEDINGS OF THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (1ST, ATLANTA, FEBRUARY 1965).
BY- CHATAGNIER, LOUIS AND OTHERS
SOUTHERN CONF. ON LANGUAGE TEACHING, ATLANTA, GA.

PUB DATE JAN 66

EDRS PRICE MF-$0.18 HC-$4.64 116P.

DESCRIPTORS- *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE PROGRAMS, *LANGUAGE TESTS, *SECOND LANGUAGE LEARNING, *TEACHING METHODS, ATLANTA, CONFERENCES, FLES PROGRAMS, INDIANA LANGUAGE PROGRAM, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, MLA PROFICIENCY TESTS FOR TEACHERS AND ADVANCED

STUDENTS, PATTERN DRILLS (LANGUAGE), SUPERVISOR QUALIFICATIONS,

THE FIRST SOUTHERN CONFERENCE ON LANGUAGE TEACHING ACQUAINTED TEACHERS AND ADMINISTRATORS FROM THE ELEMENTARY THROUGH COLLEGE LEVELS WITH MODERN TECHNIQUES OF FOREIGN LANGUAGE TEACHING. THE PROGRAM PROVIDED LECTURES, WORK-STUDY SESSIONS, DEMONSTRATION CLASSES, FILMS, AND EXHIBITS OF EQUIPMENT. THIS REPORT INCLUDES THE FOLLOWING ARTICLES--(1) "LANGUAGE TEACHING--CONCEPTS, PROBLEMS, OPPORTUNITIES," (2) "NEW CHALLENGES IN FOREIGN LANGUAGES," (3) "THE ROLE OF THE FOREIGN LANGUAGE SUPERVISOR," (4) "LANGUAGE REINFORCEMENT DRILLS," (5) "THE ELECTRONIC CLASSROOM," (6) "FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS," (7) "FOREIGN LANGUAGES IN SECONDARY SCHOOLS," (8) "EVALUATION OF LANGUAGE LEARNING THROUGH TESTING," (9) "THE MLA FOREIGN LANGUAGE TESTS," AND (10) "OVERVIEW." A COPY OF THE PROGRAM, A LISTING OF MEMBERS OF THE STEERING AND ADVISORY COMMITTEES, AND DIRECTORIES OF VISITING CONSULTANTS AND EXHIBITORS COMPLETE THE REPORT. (GJ)

ED 011 741 FL 000 282

NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE FOR FOREIGN LANGUAGE SUPERVISORS AND DEPARTMENT CHAIRMEN (CENTRAL WASHINGTON STATE COLLEGE, JUNE 20 TO AUGUST 12, 1966). FINAL TECHNICAL REPORT.

By- MCKIM, LESTER W.

CENTRAL WASHINGTON STATE COLL., ELLENSBURG

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *DEPARTMENT DIRECTORS (SCHOOL), *INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *SUPERVISORS, ADMINISTRATIVE PERSONNEL, ELLENSBURG, INSERVICE TEACHER EDUCATION, NDEA FOREIGN LANGUAGE INSTITUTES, WASHINGTON,

THE PROGRAM OF ADVANCED TRAINING FOR 50 FOREIGN LANGUAGE DEPARTMENT CHAIRMEN AND CITY COORDINATORS WHO ATTENDED THE FIRST NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE IS DESCRIBED. HIGHLIGHTING THE UNIQUE FEATURE OF THE CURRICULUM WHICH WAS ITS ORGANIZATION AROUND TOPICS RATHER THAN COURSES, THE REPORT LISTS THE 40 LECTURE TOPICS, PRESENTED BY BOTH STAFF AND VISITING CONSULTANTS, RELATED TO CURRICULUM DEVELOPMENT, SUPERVISORY TECHNIQUES, INSERVICE TRAINING, INSTRUCTIONAL MATERIALS, TESTING, TEACHING CULTURE, AND APPLIED LINGUISTICS. THE REPORT DESCRIBES THE SMALL AND LARGE GROUP SCHEDULING, INDIVIDUAL STUDY ACTIVITIES, COMMITTEE ORGANIZATION FOR THE STUDY OF SPECIAL PROBLEMS, DEVELOPMENT OF PRACTICAL PROJECTS BY PARTICIPANTS, OBSERVATION OF DEMONSTRATIONS, AND INFORMAL DISCUSSION OF PROFESSIONAL MATTERS WITH OTHER PARTICIPANTS. INCLUDED TOO ARE PARTICIPANTS' EVALUATIONS OF THE INSTITUTE, A DIRECTORY OF ATTENDEES, THE LECTURE SCHEDULE, AND SAMPLES OF FORMS USED IN CONDUCTING THE INSTITUTE. (AH)

ED 011 742 FL 000 310

TASK ANALYSIS AND FL TEACHING. 5(1)/3-4, WINTER 1966-67).

By- DULL, WILLIAM E.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.16 4P.

DESCRIPTORS- *HOMEWORK, *JOB ANALYSIS, *LANGUAGE RESEARCH, *MODERN LANGUAGES, *PROGRAMED MATERIALS, *TEACHING METHODS, AUDIOLINGUAL METHODS, LANGUAGE INSTRUCTION, LEARNING, LESSON PLANS, SPANISH, UNIVERSITY OF CALIFORNIA AT LOS ANGELES,

THE EFFECTIVENESS OF A TASK ANALYSIS APPROACH IN FOREIGN LANGUAGE LEARNING WAS STUDIED. SPECIAL SPANISH MATERIALS DEVELOPED FOR THE PROJECT INVOLVING 1,000 STUDENTS CONSISTED OF PROGRAMED HOMEWORK FOR EACH LESSON, A STUDENT TEXT OF READING MATERIALS, AND A DETAILED SET OF LESSON PLANS FOR THE TEACHER. AMONG THE TENTATIVE CONCLUSIONS OF THE STUDY WERE THAT--(1) THE USE OF THE LESSON PLANS DEVELOPED BY TEAMS SPEEDED UP THE TEACHING TASK AND IMPROVED TEACHER EFFICIENCY, (2) THE PROGRAMED HOMEWORK RESOLVED THE PROBLEM OF INDIVIDUAL DIFFERENCES BY ALLOWING STUDENTS TO WORK AT THEIR OWN PACE, AND DEMONSTRATED THAT ALL GRAMMATICAL POINTS COULD BE LEARNED AT HOME, THUS RELEASING CLASS TIME FOR PRACTICE AND STUDY OF NEW MATERIAL, AND (3) THE NUMBER OF QUESTIONS ORDINARILY ASKED BY STUDENTS ABOUT WHAT THEY WERE LEARNING WAS REDUCED. THERE IS GOOD REASON TO BELIEVE THAT WITH THIS APPROACH IT WILL BE POSSIBLE TO DESIGN FOREIGN LANGUAGE PROGRAMS IN WHICH 90 PERCENT OF THE STUDENTS GET A OR B AND IN WHICH OTHERWISE AVERAGE TEACHERS SHOW MARKED ACCOMPLISHMENTS. THIS ARTICLE IS PUBLISHED IN "THE FLORIDA FL REPORTER," VOLUME 5, NUMBER 1, WINTER 1966-67. (AH)

ED 011 743 FL 000 311

PROGRAMED INSTRUCTION AND FOREIGN LANGUAGE LEARNING--PROBLEMS AND PROSPECTS.

By- VALDMAN, ALBERT

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *LANGUAGE RESEARCH, *LEARNING THEORIES, *MODERN LANGUAGES, *PROGRAMED INSTRUCTION, INDIANA UNIVERSITY, PROGRAMED MATERIALS,

THE RESULTS OF INVESTIGATIONS CONDUCTED DURING THE PAST 6 YEARS IN SELF-INSTRUCTION IN FOREIGN LANGUAGES HAVE LED RESEARCHERS TO CONCLUDE THAT TOTAL PROGRAMED INSTRUCTION SEEMS PRODUCTIVE ONLY IN CASES WHERE THE TERMINAL BEHAVIOR TO BE ACHIEVED IS VERY LIMITED. EXPERIMENTS HAVE SHOWN THAT IT IS MOST USEFUL IN MODULES AT EARLY LEVELS FOR TEACHING SPECIFIC FEATURES OF PRONUNCIATION, GRAMMAR, OR VOCABULARY. PARTIAL PROGRAMING, SUCH AS THAT DEVELOPED AT INDIANA UNIVERSITY FOR MULTIPLE CREDIT ELEMENTARY FRENCH, HAS EMERGED AS A POSSIBLE SOLUTION TO THE DIFFICULTIES INHERENT IN PROGRAMING LANGUAGES AND SUGGESTS THAT LIVE TEACHING AND PROGRAMED INSTRUCTION CAN BE COMPLEMENTARY. THE MACHINE IS USED FOR ROUTINE DRILL WHILE THE TEACHER PROVIDES SITUATIONS AND OPPORTUNITIES FOR THE STUDENT TO TRANSFER STRUCTURE AND VOCABULARY LEARNED AND PRACTICED IN THE LABORATORY TO NATURAL COMMUNICATION IN WHICH HE ADJUSTS TO THE UNPREDICTABILITY OF ANOTHER HUMAN BEING'S RESPONSES. THIS ARTICLE IS PUBLISHED IN "THE FLORIDA FL REPORTER," VOLUME 5, NUMBER 1, WINTER 1966-67. (AH)

ED 011 744 FL 000 322

A BOOST FOR THE CLASSICS.

By- FORBES, MARGARET

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *INSTITUTES

(TRAINING PROGRAMS), *LATIN, *MULTISENSORY LEARNING, *SECONDARY SCHOOL TEACHERS, ARTS AND HUMANITIES INSTITUTES, CLASSICAL LANGUAGES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE SKILLS, TEACHING TECHNIQUES,

THE ARTS AND HUMANITIES INSTITUTE FOR LATIN TEACHERS EMPHASIZED TEACHING TECHNIQUES, INSTRUCTIONAL MATERIALS FOR BEGINNING (SEVENTH-GRADE) LATIN CLASSES, AND IMPROVEMENT OF TEACHER PROFICIENCY IN LANGUAGE SKILLS. THE PARTICIPANTS CONSIDERED THE CONCURRENT APPROACH AND USE OF VISUAL, AURAL, PICTORIAL, AND KINETIC METHODS OF LANGUAGE INSTRUCTION. WITH THE DEVELOPMENT OF READING SPEED AND DIRECT COMPREHENSION IN LATIN OPPOSED TO TRANSLATION, TWO OF THE FIVE WEEKLY SESSIONS WERE DEVOTED TO MULTISENSORY PRESENTATION OF "UNSEENS" (UNPREPARED TEXTS). THE PARTICIPATION OF TEACHER EDUCATION SPECIALISTS FURTHERED THE POTENTIAL INTEGRATION OF TAPED MATERIALS, TRANSPARENCIES, AND FILMS WITH LATIN NARRATIVES INTO THE CURRICULUM. THIS ARTICLE IS PUBLISHED IN "THE CFL BULLETIN," VOLUME 6, NUMBER 2, DECEMBER 1966. THIS DOCUMENT IS ALSO AVAILABLE FROM THE DEPARTMENT OF FOREIGN LANGUAGES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (GJ)

ED 011 745 FL 000 331

NDEA INSTITUTE FOR STATE SUPERVISORS OF FOREIGN LANGUAGE (INDIANA UNIVERSITY, JUNE 26 - JULY 30, 1966). FINAL TECHNICAL REPORT.

BY- SMITH, GEORGE

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *MODERN LANGUAGES, *PROGRAM IMPROVEMENT, *STATE FOREIGN LANGUAGE SUPERVISORS, BLOOMINGTON, CURRICULUM DEVELOPMENT, CURRICULUM PROBLEMS, LANGUAGE RESEARCH, LEARNING PROCESSES, LINGUISTICS, NDEA TITLE III, SUPERVISION NDEA INSTITUTES,

THE NARRATIVE PORTION OF THIS REPORT DESCRIBES THE SPECIALLY DESIGNED 1966 NDEA SUMMER INSTITUTE FOR STATE FOREIGN LANGUAGE SUPERVISORS HELD AT INDIANA UNIVERSITY. IT SUMMARIZES ACTIVITIES UNDERTAKEN IN THE SIX PRINCIPAL AREAS OF THE CURRICULUM--(1) STATISTICS, (2) EXPERIMENTAL DESIGN AND RESEARCH, (3) LINGUISTICS, (4) SUPERVISION AND CURRICULUM DEVELOPMENT, (5) PSYCHOLOGY AND PROFESSIONAL RESOURCES, AND (6) INSTRUCTION IN FRENCH, GERMAN, OR SPANISH. THE REPORT ALSO PRESENTS THE RESULTS OF THE EVALUATION MADE BY PARTICIPANTS AT THE CONCLUSION OF THE INSTITUTE. THE INFORMATION CONTAINED IN THE APPENDIXES, AMOUNTING TO MORE THAN ONE-HALF OF THE REPORT, INCLUDES THE FORMS USED IN CONDUCTING THE INSTITUTE, A DIRECTORY OF PARTICIPANTS AND STAFF, THE SCHEDULE OF SPECIAL EVENTS, THE INSTITUTE CALENDAR, LECTURE OUTLINES, STUDENT AND FACULTY EVALUATION QUESTIONNAIRES, BIBLIOGRAPHIES, AND A LIST OF THE MATERIALS AVAILABLE TO PARTICIPANTS IN THE CURRICULUM LIBRARY. (AUTHOR/AM)

ED 011 746 FL 000 332

NDEA OVERSEAS INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF RUSSIAN (INDIANA UNIVERSITY, JUNE 20 TO AUGUST 20, 1966). FINAL TECHNICAL REPORT.

BY- BAKER, ROBERT L.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *FOREIGN CULTURE, *INSTITUTES (TRAINING PROGRAMS), *LANGUAGE TEACHERS, *RUSSIAN, *STUDY ABROAD, BLOOMINGTON, CULTURAL AWARENESS, INDIANA UNIVERSITY, NDEA LANGUAGE INSTITUTES, USSR,

THIRTY TEACHERS OF RUSSIAN FROM THE UNITED STATES PARTICIPATED IN THE 1966 NDEA (NATIONAL DEFENSE EDUCATION ACT) INSTITUTE SPONSORED BY INDIANA UNIVERSITY IN THE SOVIET UNION. THE PROGRAM OF 5 WEEKS OF INTENSIVE STUDY ON CAMPUS FOLLOWED BY 5 WEEKS OF TRAVEL IN THE SOVIET UNION OFFERED PARTICIPANTS A UNIQUE OPPORTUNITY TO IMPROVE THEIR LANGUAGE PROFICIENCY AND GAIN INSIGHTS INTO THE FOREIGN CULTURE. THROUGHOUT THE 10-WEEK PROGRAM THE PARTICIPANTS WERE UNDER PLEDGE TO SPEAK ONLY RUSSIAN. THE TOUR PHASE ENDED IN HELSINKI, WHERE THE TEACHERS TOOK PART IN A TESTING PROGRAM. THEY SHOWED AN INCREASED PROFICIENCY IN ALL LANGUAGE SKILLS, ALTHOUGH READING AND WRITING WERE NOT STRESSED IN THE INSTITUTE. FOR MOST PARTICIPANTS, HOWEVER, A MORE SIGNIFICANT FACTOR WAS THE CONTACT WITH SOVIET CULTURE AND THE RUSSIAN PEOPLE, AND A BYPRODUCT WAS AN INCREASED APPRECIATION FOR THE AMERICAN WAY OF LIFE. APPENDIXES GIVE THE LIST OF PARTICIPANTS AND THE INSTRUCTIONS SENT TO PARTICIPANTS IN PREPARATION FOR TRAVEL IN THE SOVIET UNION. (AUTHOR)

ED 011 747 FL 000 333

NDEA FIELD SUMMER LANGUAGE INSTITUTE FOR SECONDARY FRENCH AND SPANISH (ED WEST VIRGINIA UNIVERSITY, JUNE 27 TO AUGUST 19, 1966). FINAL TECHNICAL REPORT.

BY- STILWELL, ROBERT

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *FRENCH, *INSTITUTES (TRAINING PROGRAMS), *SECONDARY SCHOOL TEACHERS, *SPANISH, *TEACHER IMPROVEMENT, APPLIED LINGUISTICS, INSTRUCTIONAL MATERIALS, MORGANTOWN, NDEA FOREIGN LANGUAGE INSTITUTES, TEACHING METHODS, WEST VIRGINIA UNIVERSITY,

PARTICIPANTS IN THE 1966 NDEA LANGUAGE INSTITUTE HELD AT WEST VIRGINIA UNIVERSITY WERE THOSE SECONDARY SCHOOL TEACHERS WHO HAD PREVIOUSLY ATTENDED AN NDEA INSTITUTE FOR ADVANCED TRAINING IN THEIR PRINCIPAL LANGUAGE TEACHING FIELD, BUT WHO FROM CHOICE OR NECESSITY HAD BEEN ASSIGNED FRENCH OR SPANISH AS A SECOND TEACHING FIELD. THE REPORT OF THIS INSTITUTE DESCRIBES THE PLANNING OF THE INSTITUTE, SELECTION OF PARTICIPANTS, CONTENT OF COURSES, AND INSTRUCTIONAL PROGRAM. THE PROGRAM REPORT EMPHASIZES THE VARIETY OFFERED BY THE FOUR DEMONSTRATION CLASSES IN WHICH DIFFERENT SETS OF MATERIALS WERE USED, OPPORTUNITIES WERE OFFERED FOR PRACTICE TEACHING, SPECIAL HELP WAS GIVEN TO PARTICIPANTS IN LINGUISTICS AND METHODOLOGY, AND SOLVING PROBLEMS PECULIAR TO THE TWO-LANGUAGE TEACHER WAS DISCUSSED. ROSTERS OF STAFF AND PARTICIPANTS, ALONG WITH SCHEDULES OF BOTH THE INSTRUCTIONAL PROGRAM FOR THE SPANISH AND FRENCH SECTIONS AND THE EVENING PROGRAM OF LECTURES AND FILMS WERE INCLUDED. (AUTHOR/AM)

ED 011 748 FL 000 337

ANNUAL FOREIGN LANGUAGE CONFERENCE AT NEW YORK UNIVERSITY (32ND, NEW YORK CITY, NOVEMBER 5, 1966).

BY- WASSERMAN, HARVIN

NEW YORK UNIV., N.Y., SCH. OF EDUCATION
PUB DATE 67
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *APTITUDE, *APTITUDE TESTS, *INDIVIDUAL DIFFERENCES, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, CONFERENCES, LANGUAGE ABILITY, LANGUAGE RESEARCH, LEARNING PROCESSES, MODERN LANGUAGE APTITUDE TEST (MLAT), NEW YORK CITY, PIMSLEUR LANGUAGE APTITUDE BATTERY,

THE MAJOR PART OF THIS CONFERENCE REPORT DEVELOPS THE CONFERENCE THEME, "INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING," AS PRESENTED BY THE PRINCIPAL SPEAKER, JOHN B. CARROLL. HIS PAPER TREATS RATE OF LEARNING, SPECIALIZED TRAITS IN FOREIGN LANGUAGE APTITUDE (PHONETIC CODING ABILITY, GRAMMATICAL SENSITIVITY, ROTE LEARNING ABILITY, INDUCTIVE LANGUAGE LEARNING ABILITY, AND MOTIVATION), WAYS IN WHICH APTITUDE CAN BE MEASURED AND PREDICTED, AND WAYS IN WHICH APTITUDE TESTS CAN BE USED BY TEACHERS AS AIDS IN ADAPTING INSTRUCTION TO INDIVIDUAL DIFFERENCES. THE REPORT ALSO SUMMARIZES VIEWS PRESENTED BY A PANEL ON THE AVERAGE, SLOW, AND SUCCESSFUL LEARNERS AT THE ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOL LEVELS OF THE FOREIGN LANGUAGE PROGRAM. (AM)

ED 011 749 FL 000 349
FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, A GUIDE FOR ADMINISTRATORS, TEACHERS, AND PARENTS.
INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS
REPORT NUMBER ISDPI BULL-305 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *COURSE OBJECTIVES, *FLES MATERIALS, *FLES PROGRAMS, *PROGRAM GUIDES, *PROGRAM PLANNING, ELEMENTARY SCHOOLS, FLES TEACHERS, INDIANAPOLIS, LESSON OBSERVATION CRITERIA, PROGRAM EVALUATION,

SUGGESTIONS FOR ESTABLISHING AND MAINTAINING A FLES PROGRAM (FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS) ARE GIVEN. THE GUIDE EXAMINES THE CONSIDERATIONS AND PRINCIPLES THAT ARE IMPORTANT IN PLANNING THE PROGRAM, AND DISCUSSES OBJECTIVES, BASIC ASSUMPTIONS ABOUT LANGUAGE LEARNING, RESEARCH IN FLES, AND THE ROLE OF THE FLES TEACHER. INCLUDED ARE LISTS OF REPRESENTATIVE FLES TEACHING TECHNIQUES, CHECKLISTS FOR EVALUATING THE PROGRAM, AND A BIBLIOGRAPHY OF TEACHER REFERENCES, RESEARCH MATERIALS, AND INSTRUCTIONAL MATERIALS FOR FRENCH, GERMAN, AND SPANISH. (AM)

ED 011 750 FL 000 364
A STUDY OF THE RELATIONSHIP BETWEEN SCORES ON THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS AND RATINGS OF TEACHER COMPETENCE.
BY- MYERS, CHARLES T. MELTON, RICHARD S.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER TDR-64-4 PUB DATE APR 64
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *INSTITUTES (TRAINING PROGRAMS), *LANGUAGE TEACHERS, *MODERN LANGUAGES, *TEACHER RATING, *TEST RESULTS, LANGUAGE TESTS, MLA FOREIGN LANGUAGE PROFICIENCY TESTS, NDEA FOREIGN LANGUAGE INSTITUTES, PRINCETON, STATISTICAL DATA, TEACHER QUALIFICATIONS,

DURING THE SUMMER OF 1963, APPROXIMATELY 3,000 TEACHERS ATTENDING NDEA FOREIGN LANGUAGE INSTITUTES WERE TESTED AND EVALUATED FOR COMPETENCY. THIS DOCUMENT DESCRIBES THE RELATIONSHIP BETWEEN THE RATINGS GIVEN THEM BY FACULTY GROUPS AT THE INSTITUTES AND THEIR SCORES ON THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS. MORE THAN ONE-HALF OF THE REPORT IS A SERIES OF TABULATED SUMMARIES SHOWING THE SCORE RANGES AND THE DEGREE OF CORRESPONDENCE BETWEEN THE TESTS AND THE RATINGS. THE CORRESPONDENCE WAS GREATEST FOR THE FOUR BASIC LANGUAGE SKILLS TESTS AND LEAST FOR THE TESTS IN APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. ALSO INCLUDED IS A CHECKLIST OF QUALIFICATIONS FOR SECONDARY SCHOOL FOREIGN LANGUAGE TEACHERS. (GJ)

ED 011 751 FL 000 383
BIBLIOGRAPHY OF MATERIALS AVAILABLE FROM THE RUSSIAN STUDIES CENTER FOR SECONDARY SCHOOLS. SUPPLEMENT, FEBRUARY 1967.
CHOATE SCHOOL, WALLINGFORD, CONN.
PUB DATE FEB 67
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *RESOURCE MATERIALS, *RUSSIAN, *SECONDARY SCHOOLS, AREA STUDIES, AUDIOVISUAL AIDS, FOREIGN CULTURE, HISTORY, LITERATURE, THE CHOATE SCHOOL, THE RUSSIAN STUDIES CENTER FOR SECONDARY SCHOOLS, WALLINGFORD,

BACKGROUND AND INSTRUCTIONAL MATERIALS PUBLISHED BETWEEN 1947 AND 1966 ARE LISTED IN THIS SUPPLEMENT TO THE "BIBLIOGRAPHY OF MATERIALS" ISSUED BY THE RUSSIAN CENTER FOR SECONDARY SCHOOLS. THE MAJORITY OF THE ITEMS ARE IN ENGLISH, AND ALL ARE AVAILABLE FROM THE CENTER ON A 3-WEEK LOAN TO SECONDARY SCHOOL TEACHERS OF RUSSIAN. THE SIX MAJOR SECTIONS LIST BOOKS ON--(1) HISTORY, (2) COMMUNISM, MARXISM, AND SOCIALISM, (3) ECONOMY AND LAW, (4) FOREIGN RELATIONS, (5) LANGUAGE, AND (6) LITERATURE. THERE ARE BRIEF SECTIONS ON CIVILIZATION, FOLKLORE, GEOGRAPHY, GOVERNMENT AND POLITICS, MUSIC AND ART, PHILOSOPY AND RELIGION, AND EDUCATION. BIBLIOGRAPHIES, JOURNALS AND PERIODICALS, AND AUDIOVISUAL AIDS ALSO ARE LISTED. (AM)

ED 011 752 FL 000 401
THE MODULE--A NEW MODE FOR GAINING FLEXIBILITY.
BY- PALMER, L. R.
PUB DATE JAN 67
EDRS PRICE MF-$0.09 HC-$0.32 6P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *FLEXIBLE SCHEDULES, *JUNIOR HIGH SCHOOLS, *LANGUAGE INSTRUCTION, *SCHEDULE MODULES, GROUPING (INSTRUCTIONAL PURPOSES), LANGUAGE LEARNING LEVELS, MINNESOTA, MINNETONKA EAST JUNIOR HIGH SCHOOL, TEACHING LOAD, TIME BLOCKS,

FLEXIBLE SCHEDULING BENEFITS BOTH STUDENTS AND TEACHERS BECAUSE, IN ANY SPECIFIC SCHOOLS EDUCATIONAL PROGRAM, IT MAKES THE BEST AND MOST APPROPRIATE USE OF TIME, SPACE, EQUIPMENT, AND TEACHERS TALENTS. SUCH SCHEDULING HAS BEEN USED SUCCESSFULLY AT MINNETONKA EAST JUNIOR HIGH SCHOOL, WHERE THE SCHOOL DAY IS DIVIDED INTO 15 DAILY TIME MODULES OF 20 MINUTES EACH. STUDENTS USE ONE MODULE FOR LUNCH AND 14 FOR CLASSES, WITH TWO MODULES PER DAY DEVOTED TO SOME SUBJECTS

AND ONE TO OTHERS. TEACHERS USE 10 FOR TEACHING, THREE OR FOUR FOR PREPARATION AND EVALUATION, AND ONE FOR LUNCH. WITH THIS SCHEDULE STUDENTS ARE ABLE TO FOLLOW A FOREIGN LANGUAGE SEQUENCE THROUGHOUT THE 3 YEARS OF JUNIOR HIGH SCHOOL AND CONTINUE IT IN HIGH SCHOOL THROUGH THE 12TH GRADE IF THEY DESIRE. THE ARTICLE INCLUDES SAMPLE SCHEDULES FOR TEACHERS AND STUDENTS AND A CHART OF CURRICULUM OFFERINGS IN GRADES 7 THROUGH 9, SHOWING THE NUMBER OF SCHEDULE MODULES DEVOTED TO EACH SUBJECT DAILY. THIS ARTICLE IS PUBLISHED IN THE "MINNESOTA FOREIGN LANGUAGE BULLETIN," VOLUME 7, NUMBER 2, JANUARY 1967. (AM)

ED 011 753 FL 000 435

ADVANCED PLACEMENT PROGRAM IN LATIN.
By- DECKER, RICHARD G. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY
REPORT NUMBER SUNY-H819 PUB DATE APR 65
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *ADVANCED PLACEMENT PROGRAM, *BOOKLISTS, *LATIN, *PROGRAM GUIDES, *TEACHING TECHNIQUES, ADVANCED PLACEMENT EXAMINATION, ALBANY, COLLEGE ENTRANCE EXAMINATION BOARD, COLLEGE LANGUAGE PROGRAMS, COURSE OBJECTIVES, CURRICULUM DEVELOPMENT, GIFTED, STATE CURRICULUM GUIDES,

THE STEPS NECESSARY IN ESTABLISHING AN ADVANCED PLACEMENT PROGRAM IN LATIN ARE DISCUSSED IN THIS BULLETIN FOR TEACHERS AND ADMINISTRATORS. GUIDELINES ARE SUGGESTED FOR SELECTING STUDENTS, ASSIGNING TEACHERS, DESIGNING THE COURSE, ADMINISTERING THE PROGRAM, AND DEVELOPING METHODOLOGY FOR IMPROVING STUDENTS' LANGUAGE SKILLS AND TEACHING LITERATURE. THE SECOND HALF OF THE BULLETIN LISTS BOOKS RECOMMENDED FOR ADVANCED PLACEMENT CLASSES, WITH ONE SECTION ON SPECIFIC LATIN WRITERS AND GENERAL REFERENCE SOURCES, AND A SECOND SECTION ON SUCH SUBJECTS AS LITERARY HISTORY, MYTHOLOGY, THE CLASSICAL INFLUENCE, HISTORY, POLITICS, ANTIQUITIES, GRAMMAR, AND COMPOSITION. A LIST OF PUBLISHERS AND SUPPLIERS OF MATERIALS IN THE UNITED STATES AND ABROAD IS APPENDED. (AM)

ED 011 754 FL 000 445

ADVANCED PLACEMENT PROGRAM IN GERMAN.
By- GUNTHER, GERTRUDE AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY
REPORT NUMBER SUNY-H898 PUB DATE SEP 65
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *ADVANCED PLACEMENT PROGRAM, *BOOKLISTS, *GERMAN, *PROGRAM GUIDES, *TEACHING TECHNIQUES, ADVANCED PLACEMENT EXAMINATION, ALBANY, COLLEGE ENTRANCE EXAMINATION BOARD, COLLEGE LANGUAGE PROGRAMS, COURSE OBJECTIVES, CURRICULUM DEVELOPMENT, GIFTED, STATE CURRICULUM GUIDES,

THE STEPS NECESSARY IN ESTABLISHING AN ADVANCED PLACEMENT PROGRAM IN GERMAN ARE DISCUSSED IN THIS BULLETIN FOR TEACHERS AND ADMINISTRATORS. THE COURSE DESCRIBED IS AN ALTERNATE FOR THE REGULAR 6TH-YEAR COURSE OFFERED IN THE 12TH GRADE. GUIDELINES ARE SUGGESTED FOR SELECTING STUDENTS, ASSIGNING TEACHERS, DESIGNING THE COURSE, ADMINISTERING THE PROGRAM, AND DEVELOPING METHODOLOGY FOR IMPROVING STUDENTS' LANGUAGE SKILLS AND TEACHING LITERATURE. SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING STUDENTS TO READ AND INTERPRET LITERATURE, WITH SAMPLE LESSON EXCERPTS GIVEN TO ILLUSTRATE CLOSE READING OF A PROSE PASSAGE AND A POEM. THE LAST THIRD OF THE BULLETIN IS A BIBLIOGRAPHY OF REFERENCES FOR THE TEACHER, LITERARY AND CRITICAL WORKS RECOMMENDED FOR THE CLASS, RECORD CATALOGS, AND MAGAZINES. LISTS OF EUROPEAN AND AMERICAN BOOK SUPPLIERS ARE INCLUDED. (AM)

ED 011 755 FL 000 492

BIBLIOGRAPHIC GUIDE FOR ADVANCED PLACEMENT, FRENCH.
By- LABEILLE, DANIEL HOLLISTER, KATHLEEN
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADVANCED PLACEMENT PROGRAM, *AUDIOVISUAL AIDS, *BIBLIOGRAPHIES, *FRENCH, *READING MATERIALS, ALBANY, ANTHOLOGIES, ESEA TITLE II, NDEA TITLE III, NEW YORK, PERIODICALS,

THIS BIBLIOGRAPHY OF RECOMMENDED READING FOR ADVANCED PLACEMENT CLASSES IN FRENCH CONTAINS 194 ITEMS. THERE IS A MAJOR SECTION ON LITERARY AND CRITICAL WORKS, AND BRIEF SECTIONS ON PERIODICALS, RECORDS, FILMS, AND FILMSTRIPS. EACH ITEM IS PRICED AND AMERICAN SUPPLIERS ARE INDICATED FOR BOOKS PUBLISHED ABROAD. THE BULLETIN ALSO CONTAINS INSTRUCTIONS TO NEW YORK STATE TEACHERS FOR ACQUIRING THE LISTED WORKS UNDER EITHER NDEA TITLE III OR ESEA TITLE II, AND, FOR CONVENIENCE IN ORDERING, THE LIST IS DIVIDED INTO A BASIC COLLECTION AND A SECOND PURCHASE. (AM)

ED 011 756 FL 000 476

NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS, ITALIAN, LEVELS 1-4.
By- NEWMARK, MAXIM GILLERS, LILLIAN M.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER NYCBE BULL-1966-67-SER-NO-11A PUB DATE FEB 67
EDRS PRICE MF-$0.36 HC-$9.44 236P.

DESCRIPTORS- *COURSE CONTENT, *ITALIAN, *LANGUAGE GUIDES, *LANGUAGE LEARNING LEVELS, *SECONDARY SCHOOLS, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, COURSE OBJECTIVES, CURRICULUM GUIDES, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY USE, LANGUAGE PROGRAMS, LANGUAGE TESTS, LESSON OBSERVATION CRITERIA, NEW YORK CITY, PATTERN DRILLS (LANGUAGE), TEACHING TECHNIQUES,

THE OBJECTIVES, CONTENT, AND SCOPE OF ITALIAN INSTRUCTION FOR EACH LEVEL OF A FOUR-LEVEL SEQUENCE IN SECONDARY SCHOOLS ARE DELINEATED IN THIS GUIDE, WHICH IS A REVISION OF EARLIER BULLETINS USED EXPERIMENTALLY IN NEW YORK CITY SINCE 1962. A MODIFIED AUDIOLINGUAL APPROACH IS STRESSED, AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING CULTURE AND THE LISTENING, SPEAKING, READING, AND WRITING SKILLS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS, GRAMMATICAL STRUCTURES, AND CULTURAL TOPICS ARE GIVEN FOR EACH LEVEL. OTHER SUBJECTS DETAILED ARE THE TAPE RECORDER, THE LANGUAGE LABORATORY, TESTING, AUDIOVISUAL AIDS, THE ADVANCED PLACEMENT PROGRAM, PROGRAMED INSTRUCTION, TEAM TEACHING, AND PROGRAM EVALUATION. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR ITALIAN TEACHERS IS INCLUDED. (AM)

ED 011 757 JC 660 041
ADMINISTRATORS FOR AMERICA'S JUNIOR COLLEGES--PREDICTIONS OF NEED 1965-1980.
By- SCHULTZ, RAYMOND E.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *JUNIOR COLLEGES, DISTRICT OF COLUMBIA, EMPLOYMENT QUALIFICATIONS,

THE MAJOR SOURCES ON WHICH THIS NEED SURVEY IS BASED INCLUDE AN ADMINISTRATORS' INFORMATION FORM DEVELOPED SPECIFICALLY FOR THIS STUDY, THE JUNIOR COLLEGE DIRECTORY, AND THE EDUCATION DIRECTORY, 1963-64, PART III. THERE WILL BE A NEED FOR NEARLY 3,000 NEW ADMINISTRATORS IN MAJOR POSITIONS OVER THE NEXT 15 YEARS, INCLUDING 1,403 PRESIDENTS, 1,507 CHIEF ACADEMIC DEANS, 956 CHIEF STUDENT PERSONNEL ADMINISTRATORS, AND 1,041 CHIEF BUSINESS MANAGERS. AT PRESENT, CONSIDERABLY LESS THAN HALF OF ALL JUNIOR COLLEGE PRESIDENTS HOLD AN EARNED DOCTORAL DEGREE, AND MORE ACADEMIC DEANS IN PROTESTANT-RELATED JUNIOR COLLEGES HOLD THE DOCTORATE THAN DO THE PRESIDENTS OF THESE INSTITUTIONS. THE MOST FREQUENT SOURCE OF JUNIOR COLLEGE ADMINISTRATIVE PERSONNEL, EXPRESSED IN TERMS OF PREVIOUS POSITIONS, IS FROM WITHIN THE SAME INSTITUTION. THIS SOURCE IS HIGHEST FOR ACADEMIC DEANS AND LOWEST IN THE CASE OF JUNIOR COLLEGE PRESIDENTS. TO MEET FUTURE NEEDS IT IS RECOMMENDED THAT INSERVICE PROGRAMS BE ESTABLISHED TO ASSIST AND UPGRADE ADMINISTRATORS ALREADY PRACTICING AS WELL AS FOR TRAINING NEW PEOPLE IN THE FIELD. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $0.50. (HS)

ED 011 758 JC 660 274
DATA REGARDING THE GRADUATES OF THE CALIFORNIA ASSOCIATE DEGREE NURSING PROGRAM FROM THE BOARD OF NURSING EDUCATION AND NURSE REGISTRATION SIX-YEAR EVALUATION PROJECT.
By- BOWMAN, HELEN D.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 14 AUG 64
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *NURSING, *STUDENT CHARACTERISTICS, *VOCATIONAL EDUCATION, EMPLOYMENT PATTERNS, NURSES, PROGRAM EVALUATION, SACRAMENTO,

TO GATHER INFORMATION FOR EVALUATION OF THE ASSOCIATE DEGREE NURSING PROGRAM, THE CLASSES GRADUATING IN 1959 AND 1960 FROM CALIFORNIA JUNIOR COLLEGES WERE STUDIED BY QUESTIONNAIRE. OF STUDENTS ENROLLED IN THESE CLASSES, 43 PERCENT HAD OTHER EDUCATION BEYOND HIGH SCHOOL, AND 14 PERCENT HAD SOME PREVIOUS TRAINING, BUT 86 PERCENT FELT THIS PROGRAM BEST SUITED TO THEIR NEEDS. OF 216 GRADUATES RESPONDING TO THE LATER SURVEY, 200 WERE EMPLOYED AS NURSES. SEVENTY-ONE FELT INADEQUATELY PREPARED IN CERTAIN PHASES OF THEIR DUTIES, AND SOME FELT THAT EMPLOYERS PUSHED THEM TOO FAST INTO POSITIONS OF LEADERSHIP AND RESPONSIBILITY FOR WHICH THEY WERE UNPREPARED. AFTER 6 MONTHS OF EMPLOYMENT, THESE NURSES WERE RATED EQUAL TO OR ABOVE NURSES OF EQUIVALENT EXPERIENCE IN 80 PERCENT OF THE SKILLS, CHARACTERISTICS, OR ABILITIES RATED TO NURSING EFFECTIVENESS. ONE YEAR AFTER GRADUATION, THIS PERCENTAGE WAS 84. TABLES, DISCUSSION OF DETAILS, AND INDIVIDUAL COMMENTS ARE PRESENTED. (WO)

ED 011 759 JC 660 297
CORRELATES OF ACADEMIC PERFORMANCE OF COMMUNITY COLLEGE STUDENTS IN CAREER OR TRANSFER PROGRAMS--A PILOT STUDY.
By- LINN, ROBERT L. DAVIS, JUNIUS A.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER ETS-RB-66-35 PUB DATE JUL 66
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.
REPORT NUMBER CEEB-RDR-66-7-2
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *JUNIOR COLLEGES, *PILOT PROJECTS, *TERMINAL EDUCATION, *VOCATIONAL EDUCATION, ACADEMIC INTEREST MEASURE, BACKGROUND AND EXPERIENCE QUESTIONNAIRE, COMPARATIVE PREDICTION BATTERY, NEW YORK CITY, PERSONAL VALUES INVENTORY, PREDICTION, PREDICTIVE MEASUREMENT, PRINCETON, SCHOLASTIC APTITUDE TEST, TRANSFER PROGRAMS,

IN ORDER TO DETERMINE THEIR EFFECTIVENESS IN PREDICTING OR EXPLAINING STUDENT CHOICE, PERFORMANCE, AND PERSISTENCE IN REPRESENTATIVE CAREER PROGRAMS, A TEST BATTERY WAS ADMINISTERED TO ALL ENTERING FRESHMEN AT BRONX COMMUNITY COLLEGE, FALL, 1965. GRADE AVERAGES AND SCHOLASTIC APTITUDE TEST SCORES WERE ALSO COMPILED. ANALYSES OF DATA WERE COMPLETED SEPARATELY FOR STUDENTS IN TRANSFER PROGRAMS AND THOSE IN CAREER PROGRAMS. FOR EACH GROUP OF STUDENTS, THE MEANS, STANDARD DEVIATIONS, AND INTERCORRELATIONS WERE COMPUTED FOR THE 32 PREDICTOR VARIABLES AND THE TWO CRITERION VARIABLES. THOUGH TRADITIONAL PREDICTORS OF ACADEMIC SUCCESS WERE NOT EXPECTED TO BE PARTICULARLY USEFUL FOR STUDENTS IN CAREER PROGRAMS WHERE THE GOALS AND CRITERIA OF SUCCESS ARE DIFFERENT FROM THOSE IN MORE TRADITIONAL COLLEGE PROGRAMS, THEY WERE FOUND TO BE ALMOST AS GOOD HERE AS THEY ARE IN PREDICTING SUCCESS AT MANY 4-YEAR COLLEGES. SEVERAL OF THE EXPERIMENTAL TESTS SHOWED PROMISING VALIDITIES FOR PREDICTION IN THE CAREER PROGRAMS, WITH HIGHEST CORRELATIONS IN THE NURSING PROGRAMS AND LOWEST IN THE TECHNOLOGY PROGRAMS. (HS)

ED 011 760 JC 670 123
STUDY OF VARIABLES ASSOCIATED WITH FINAL GRADES IN MATHEMATICS COURSES.
By- RISSER, JOHN J. DAVIS, ELTON C.
PASADENA CITY COLL., CALIF.
REPORT NUMBER PSTR-6 PUB DATE OCT 65
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *JUNIOR COLLEGES, *MATHEMATICS, *PREDICTION, *TESTING, MEASUREMENT INSTRUMENTS, PASADENA, PLACEMENT, PREDICTIVE MEASUREMENT, STUDENT EVALUATION,

THIS STUDY WAS CONDUCTED IN ORDER TO DETERMINE THE RELATIVE VALUE OF PREVIOUS GRADES IN MATHEMATICS COURSES, THE OVERALL HIGH SCHOOL GRADE POINT AVERAGE, AND THE PLACEMENT TEST IN MATHEMATICS DEVELOPED AT THE COLLEGE AS PREDICTORS OF ACHIEVEMENT IN INTRODUCTORY AND INTERMEDIATE ALGEBRA, IN COLLEGE ALGEBRA, IN TRIGONOMETRY, AND IN ANALYTIC GEOMETRY AND CALCULUS. A CORRELATION MATRIX FOR EACH OF THE COURSES

WAS PREPARED. FINAL GRADES IN THE INTRODUCTORY AND INTERMEDIATE ALGEBRA COURSES CORRELATED MOST HIGHLY WITH GRADES EARNED IN PREVIOUSLY TAKEN MATHEMATICS COURSES. THE LOWEST CORRELATIONS WERE FOUND BETWEEN THE FINAL GRADES WHICH STUDENTS MADE IN THESE COURSES AND THEIR SCORES ON THE QUALIFYING PLACEMENT TESTS. FOR THE TWO MORE ADVANCED COURSES, HOWEVER, THE HIGHEST CORRELATIONS WERE FOUND BETWEEN THE FINAL COURSE GRADES AND THE SCORES MADE ON THE QUALIFYING PLACEMENT TEST. (AL)

ED 011 761 JC 670 131

LOOKING AHEAD TO BETTER EDUCATION IN MISSOURI, A REPORT ON ORGANIZATION, STRUCTURE, AND FINANCING OF SCHOOLS AND JUNIOR COLLEGES.

BY- EURICH, ALVIN C. AND OTHERS

ACADEMY FOR EDUCATIONAL DEVELOPMENT INC., NEW YORK

PUB DATE SEP 66

EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, CURRICULUM PLANNING, EDUCATIONAL FINANCE, MISSOURI, NEW YORK CITY, STATE LEGISLATION,

TO DETERMINE STATEWIDE EDUCATIONAL NEEDS IN RELATION TO EXISTING PRACTICES, DATA ARE DERIVED FROM OVER 500 INTERVIEWS AND CONFERENCES, AS WELL AS DOCUMENTS AND OTHER MATERIALS. RECOMMENDATIONS INCLUDE--(1) EXPANSION OF THE STATE ADMINISTRATIVE ROLE TO REMEDY LOCAL INEQUITIES, (2) REVISION OF STATE LAWS TO REGULARIZE EDUCATIONAL APPOINTMENT AND TENURE PRACTICES, (3) INITIATION OF PLANNING, RESEARCH, AND EVALUATION OF THE EDUCATIONAL SYSTEM AND DEVELOPMENT OF A MASTER PLAN, (4) ESTABLISHMENT OF A STATEWIDE ACHIEVEMENT TESTING PROGRAM TO BE USED AS A BASIS FOR PROVIDING SPECIAL ASSISTANCE AS NEEDED BY INDIVIDUAL SCHOOLS, (5) REVISION OF ACCREDITATION PROCEDURES, (6) A FEASIBILITY STUDY TO DETERMINE APPROPRIATE APPLICATION OF DATA PROCESSING TECHNIQUES TO STATE BOARD OPERATIONS, (7) REORGANIZATION OF SCHOOL DISTRICTS, (8) NONPARTISAN ELECTION OF LOCAL BOARD MEMBERS, AND (9) REVISION OF LOCAL AND STATE TAX AND FUNDING REGULATIONS. ADMINISTRATION OF THE JUNIOR COLLEGE SYSTEM SHOULD BE REGULARIZED AND A SPECIFIC MASTER PLAN DEVELOPED TO ASSURE INCLUSION OF VOCATIONAL AND CONTINUING EDUCATIONAL OPPORTUNITIES AS WELL AS TRANSFER CURRICULUMS. ACCREDITATION, CURRICULUMS, AND FACULTY APPOINTMENT QUESTIONS SHOULD BE COORDINATED ON A STATEWIDE LEVEL RATHER THAN THROUGH THE UNIVERSITY OF MISSOURI AS AT PRESENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE COCHAIRMAN OF THE MISSOURI GOVERNOR'S CONFERENCE ON EDUCATION, 7530 MARYLAND AVENUE, ST. LOUIS, MISSOURI 63105. (AL)

ED 011 762 JC 670 132

REGULATIONS FOR COMMUNITY COLLEGES.

PENNSYLVANIA STATE BOARD OF EDUC., HARRISBURG

PUB DATE 15 SEP 66

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *JUNIOR COLLEGES, *STANDARDS, *STATE LEGISLTION, CONTRACTS, CURRICULUM, FACILITIES, FINANCIAL POLICY, HARRISBURG, PHILOSOPHY, STATE PROGRAMS,

THE COMMUNITY COLLEGE LAW AND PROCEDURES ESTABLISHED BY THE DEPARTMENT OF PUBLIC INSTRUCTION ARE THE BASIS FOR ADMINISTRATION OF COMMUNITY COLLEGES IN PENNSYLVANIA. REGULATIONS PROVIDE FOR ADMINISTRATIVE ORGANIZATION, CURRICULUM, TUITION, AND STANDARDS FOR GRADING, RECORD KEEPING, FACULTY AND STAFF RATIOS. ALSO DESCRIBED ARE PROCEDURES FOR CONTRACT AWARDS FOR BUILDINGS AND FACILITIES, AS WELL AS COMPUTATION OF STATE PAYMENTS FOR OPERATING AND CAPITAL EXPENSES. (AL)

ED 011 763 JC 670 144

COLLEGE STUDENT PROFILES, NORMS FOR THE ACT ASSESSMENT.

AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA

PUB DATE 66

EDRS PRICE MF-$0.45 HC-$12.40 310P.

DESCRIPTORS- *GEOGRAPHIC REGIONS, *HIGHER EDUCATION, *JUNIOR COLLEGES, *STUDENT ABILITY, *STUDENT CHARACTERISTICS, COLLEGE ENTRANCE EXAMINATIONS, IOWA CITY, STATISTICAL DATA, TEST RESULTS,

THE AMERICAN COLLEGE TESTING SERVICE ANALYZED THE ENROLLMENT (IN TERMS OF STUDENT GOALS, ABILITIES, AND ACHIEVEMENTS) OF SEVERAL HUNDRED COLLEGES OF VARIOUS SIZES AND TYPES THROUGHOUT THE COUNTRY. THE RESULTANT DATA, ARRANGED ACCORDING TO THE GEOGRAPHICAL LOCATIONS OF THE SCHOOLS STUDIED, PROVIDED EVIDENCE AS TO WHAT KINDS OF STUDENTS ATTEND WHAT KINDS OF INSTITUTIONS. THE STUDY REAFFIRMED AND CLARIFIED THE CONTENTION THAT DIVERSITY CHARACTERIZES AMERICAN HIGHER EDUCATION. THIS DIVERSITY INVALIDATES GENERALIZATIONS ABOUT THE STANDARDS AND PURPOSES OF AMERICAN HIGHER EDUCATION AS A WHOLE. AN UNDERSTANDING OF THIS DIVERSITY IS NECESSARY IN ALL ATTEMPTS TO RECONCILE INSTITUTIONAL OFFERINGS AND ACTIVITIES WITH STUDENT NEEDS. THE INFORMATION IS PRESENTED LARGELY IN TABULAR FORM. THIS DOCUMENT IS ALSO AVAILABLE FROM AMERICAN COLLEGE TESTING PROGRAM, P.O. BOX 168, IOWA CITY, IOWA 52240, FOR $3.50. (AD)

ED 011 764 JC 670 240

PRIVATE FINANCIAL SUPPORT OF PUBLIC COMMUNITY COLLEGES.

BY- BREMER, FRED H. ELKINS, FLOYD S.

PUB DATE SEP 65

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *FINANCIAL SUPPORT, *JUNIOR COLLEGES, *PRIVATE SUPPORT (PHILANTHROPY), *SCHOOL SUPPORT,

IN ORDER TO PROVIDE DEFINITIVE INFORMATION ABOUT PHILANTHROPY FOR PUBLIC COMMUNITY COLLEGES, QUESTIONNAIRE RESPONSES FROM 294 INSTITUTIONS ARE ANALYZED. OF THIS NUMBER, 44.5 PERCENT RECEIVED NO VOLUNTARY SUPPORT. THE AMOUNT RECEIVED BY 163 COLLEGES DURING THE PERIOD UNDER STUDY--JULY 1960 THROUGH JUNE 1963--INCREASED 70.9 PERCENT TO AN AVERAGE ANNUAL AMOUNT OF $6,334,659, WITH THE GREATEST CONCENTRATION OF SUPPORT IN THE MIDDLE ATLANTIC AND NORTH CENTRAL REGIONS. COLLEGES IN THE MIDDLE ENROLLMENT RANGE--BETWEEN 300 AND 1,300 STUDENTS--RECEIVED SUBSTANTIALLY MORE MONEY PER STUDENT THAN DID THE VERY SMALL OR VERY LARGE INSTITUTIONS. FOUNDATIONS WERE THE HEAVIEST CONTRIBUTORS, AND THE LARGEST AMOUNT OF THE SUPPORT RECEIVED WAS EARMARKED FOR BUILDINGS AND EQUIPMENT. THE 129 COLLEGES INDEPENDENT OF PUBLIC SCHOOL

CONTROL FARED SUBSTANTIALLY BETTER THAN THE 165 INSTITUTIONS UNDER PUBLIC BOARDS OF EDUCATION. HOWEVER, 10 OF THE 376 COLLEGES IN EXISTENCE IN 1961 RECEIVED TWO-THIRDS OF ALL THE REPORTED GIFTS. SIX COLLEGES RECEIVED MORE THEN $1 MILLION. THUS, THE BULK OF THE PRIVATE SUPPORT WAS CONCENTRATED IN ONLY A FEW INSTITUTIONS. THE TREND, HOWEVER, TOWARD CONTINUING AND EXPANDING INTEREST IN COMMUNITY COLLEGES AND THEIR FINANCIAL NEEDS SUGGESTS A GROWING HEALTHY COMBINATION OF PUBLIC AND PRIVATE SUPPORT. THIS ARTICLE IS PUBLISHED IN "JUNIOR COLLEGE JOURNAL," VOLUME 36, NUMBER 1, SEPTEMBER 1965 AND IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 FOR $0.30. (AL)

ED 011 765 JC 670 243

THE SUCCESS OF COMMUNITY COLLEGE TRANSFER STUDENTS IN THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK.
By- BIRNBAUM, ROBERT
CITY UNIV. OF NEW YORK, CITY COLL.

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGES, *COMPARATIVE ANALYSIS, *JUNIOR COLLEGES, *TRANSFER STUDENTS, ACADEMIC PERFORMANCE, NEW YORK CITY,

THE SUCCESS OF JUNIOR COLLEGE TRANSFER STUDENTS AT NEW YORK CITY COLLEGE WAS COMPARED TO THAT OF OTHER TRANSFER STUDENTS, STUDENTS FROM THE SCHOOL OF GENERAL STUDIES, AND CITY COLLEGE "NATIVE" STUDENTS. THE COMPARISON INDICATED THAT JUNIOR COLLEGE TRANSFER STUDENTS (1) TAKE LONGER TO GRADUATE THAN NATIVES, (2) ARE, AS A GROUP, AS SUCCESSFUL AS STUDENTS IN THE THREE OTHER GROUPS WHEN SUCCESS IS DEFINED AS GRADUATION OR CONTINUED ATTENDANCE AFTER 3 YEARS WITH AN ACADEMIC AVERAGE OF "C" OR BETTER, AND (3) ARE AS SUCCESSFUL AS NATIVES, AND APPARENTLY OFTEN MORE SUCCESSFUL THAN OTHER GROUPS IN EVERY DEGREE AREA EXCEPT ENGINEERING. IMPLICATIONS FOR FURTHER STUDIES WERE DISCUSSED. (AD)

ED 011 766 JC 670 245

AMERICAN ASSOCIATION OF JUNIOR COLLEGES - 1966. ANUNUAL REPORT.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *ANNUAL REPORTS, *EDUCATIONAL NEEDS, *EDUCATIONAL PROBLEMS, *EDUCATIONAL TRENDS, *JUNIOR COLLEGES, DISTRICT OF COLUMBIA, EDUCATIONAL PLANNING, ORGANIZATIONS (GROUPS),

AREAS OF PARTICULAR CONCERN TO JUNIOR COLLEGES AND TO THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (AAJC) DURING 1966 INCLUDE DEVELOPMENTS IN STATEWIDE PLANNING, GROWTH OF THE MULTICAMPUS CONCEPT, CHALLENGES IN FACILITIES PLANNING, EXPANSION OF THE PHILOSOPHY OF COMPREHENSIVE PROGRAMS, CONCERN FOR INCREASED STAFFING NEEDS, AND THE DEVELOPMENT OF FEDERAL PROGRAMS. THE ROLE OF THE AAJC IN RELATION TO THESE ASPECTS OF JUNIOR COLLEGE EDUCATION IS OUTLINED. AREAS OF CONCERN AND QUESTIONS EMERGING CURRENTLY INCLUDE--CONTINUING EDUCATION, INTERNATIONAL EDUCATION, JUNIOR COLLEGE LIBRARIES, NEW COLLEGES, RELATIONSHIPS WITH UNIVERSITIES, STATE LEVEL JUNIOR COLLEGE OFFICIALS, CURRICULUM DEVELOPMENT, RESEARCH PLANNING IN REGARD TO THE NONTRANSFER STUDENTS, NATIONAL LEADERSHIP, TEACHING OF TEACHERS, AND THE PRESTIGE AND ORGANIZATION OF OCCUPATIONAL EDUCATION. (AL)

ED 011 767 JC 670 246

JUNIOR COLLEGES--20 STATES.
By- YARRINGTON, ROGER
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE 66

EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *EDUCATIONAL EXPERIENCE, *EDUCATIONAL LEGISLATION, *JUNIOR COLLEGES, *STATE LEGISLATION, *STATE PROGRAMS, DISTRICT OF COLUMBIA, EDUCATIONAL ADMINISTRATION, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL POLICY, GOVERNANCE, MASTER PLANS,

REPRESENTED IN THIS COLLECTION OF UPDATED ARTICLES ORIGINALLY APPEARING IN THE "JUNIOR COLLEGE JOURNAL" DURING 1963-65 ARE 20 CASE STUDIES OF STATES AS THEY HAVE APPROACHED THE QUESTION OF JUNIOR COLLEGE EDUCATION. WHILE THESE STATES SHARE A COMMON GOAL (THE ESTABLISHMENT OF STATEWIDE SYSTEMS OF COMMUNITY COLLEGES) THEIR STORIES VARY IN METHOD, TEMPO, AND DEGREE OF SUCCESS. EACH STATE STARTS FROM A DIFFERENT POINT AND MUST MOVE IN THE WAY THAT SUITS ITS NEED AND POTENTIAL, FOR EXAMPLE, IN ORGANIZATIONAL BASIS AND FINANCE. THE PRESENCE OF COMMON FACTORS CAN ALSO BE CITED AS ESSENTIAL TO JUNIOR COLLEGE DEVELOPMENT IN A STATE. THESE INCLUDE COOPERATION AMONG EDUCATORS, CITIZEN AWARENESS, CAREFUL STUDIES, LEGISLATIVE PLANNING, AND PERSISTENT LEADERSHIP. THE CASE STUDIES INCLUDE ALABAMA, ARIZONA, CALIFORNIA, FLORIDA, HAWAII, ILLINOIS, IOWA, MARYLAND, MASSACHUSETTS, MICHIGAN, MINNESOTA, MISSOURI, NEW JERSEY, NEW YORK, NORTH CAROLINA, OHIO, OREGON, PENNSYLVANIA, TEXAS, AND WASHINGTON. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.00. (AL)

ED 011 768 JC 670 250

URBAN COMMUNITY COLLEGES GO MULTICAMPUS.
By- JENSEN, ARTHUR M.

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *JUNIOR COLLEGES, *MULTICAMPUS DISTRICTS,

IN AN ANALYSIS OF THE TREND OF URBAN JUNIOR COLLEGES TOWARD MULTICAMPUS DISTRICTS, THE ADVANTAGES OF VARIOUS MULTICAMPUS ORGANIZATIONAL PLANS ARE COMPARED. EACH OF THE 10 DISTRICTS STUDIED FOLLOWED ONE OF THREE BASIC ORGANIZATIONAL PATTERNS--(1) MULTICOLLEGE, IN WHICH THE DISTRICT OPERATES TWO OR MORE INDIVIDUAL COMPREHENSIVE COLLEGES, (2) MULTIBRANCH, IN WHICH THE DISTRICT OPERATES A SINGLE LEGAL INSTITUTION WITH TWO OR MORE COMPREHENSIVE CAMPUSES, AND (3) MULTIPROGRAM, IN WHICH THE DISTRICT OPERATES AS A MULTIBRANCH DISTRICT EXCEPT THAT EACH CAMPUS OFFERS A DIFFERENT EDUCATIONAL PROGRAM (FOR EXAMPLE, A TECHNICAL AND VOCATIONAL PROGRAM ON ONE CAMPUS, AND ARTS AND SCIENCES ON ANOTHER). THE MOST IMPORTANT OF SEVERAL RECOMMENDATIONS IS THAT EACH BRANCH IN A MULTICAMPUS DISTRICT SHOULD BE ALLOWED AS GREAT A DEGREE

OF AUTONOMY AS THE DISTRICT CAN PROVIDE. THE AUTONOMY RESULTING FROM THE ORGANIZATION OF MULTICOLLEGE DISTRICTS USUALLY LEADS TO ADMINISTRATIVE EFFICIENCY ADEQUATE TO SATISFY FACULTY AND STUDENTS. THIS ARTICLE IS PUBLISHED IN "JUNIOR COLLEGE JOURNAL," VOLUME 36, NUMBER 3, NOVEMBER 1965 AND IS AVAILABLE FROM AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $0.50. (AD)

ED 011 769 JC 670 313

THE BASIC COURSES AT STEPHENS, REVISION AND PROJECTION.
By- LEYDEN, RALPH C., ED.
STEPHENS COLL., COLUMBIA, MO.
REPORT NUMBER ER-2 PUB DATE JAN 66
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *GENERAL EDUCATION, *JUNIOR COLLEGES, *LIBERAL ARTS, *STUDENT EVALUATION, COLUMBIA, ENGLISH INSTRUCTION, HUMANITIES INSTRUCTION, MISSOURI, NATURAL SCIENCES, PHILOSOPHY, SOCIAL SCIENCES, SOCIOLOGY,

IN ORDER TO PROVIDE A BROAD FOUNDATION FOR A GENERAL-LIBERAL EDUCATION, STEPHENS COLLEGE HAS DEVELOPED SIX "BASIC COURSES" WHICH EMPHASIZE THE RELEVANCE OF CENTRAL CONCEPTS IN DIFFERENT FIELDS OF INTELLECTUAL ACTIVITY TO MODERN LIFE. THE SIX COURSES ARE "GENERAL HUMANITIES," "CONTEMPORARY SOCIAL ISSUES," "ENGLISH," "BASIC BELIEFS IN HUMAN EXPERIENCE," "FOUNDATIONS OF NATURAL SCIENCE," AND "THE CONTEMPORARY AMERICAN WOMAN." THE COURSE DESCRIPTIONS PRESENTED CONSIDER THE CONTENTS OF THE COURSES, REVIEW METHODS OF INSTRUCTION AND EVALUATION OF STUDENT ACHIEVEMENT, AND INDICATE THE STEPS BEING TAKEN TOWARD COURSE REVISION AND DEVELOPMENT. (AD)

ED 011 770 JC 670 315

10 YEARS OF CLOSED CIRCUIT TV AT STEPHENS COLLEGE, 1955-1965.
By- LEYDEN, RALPH C.
STEPHENS COLL., COLUMBIA, MO.
REPORT NUMBER ER-4 PUB DATE JAN 66
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *CORE COURSES, *CURRICULUM DEVELOPMENT, *GENERAL EDUCATION, *JUNIOR COLLEGES, *TELEVISED INSTRUCTION, CLOSED CIRCUIT TELEVISION, COLUMBIA, CRITICAL THINKING,

SINCE ITS INCEPTION IN 1955, THE INTERDISCIPLINARY COURSE -IDEAS AND LIVING TODAY- HAS FOCUSED ON THE DEVELOPMENT OF CRITICAL THINKING ABILITY, RELYING ON BOTH DISCUSSION GROUPS AND TELEVISED LECTURES TO ACHIEVE ITS ENDS. THE COLLEGE REPORTS ON THE DEVELOPMENT OF THE COURSE CONTENT AND THE USE OF CLOSED CIRCUIT TELEVISION IN INSTRUCTION DURING THE PERIOD 1955-65. DETAILED DESCRIPTIONS OF THE PROGRAM ARE PRESENTED. TABLES SHOW THE RESULTS OF STUDENT AND FACULTY QUESTIONNAIRES. (AD)

ED 011 771 JC 670 354

THE EMPLOYED STUDENT AND HIS ACHIEVEMENT LEVEL AT SAN JOAQUIN DELTA JUNIOR COLLEGE.
By- FITCH, NAOMI
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COUNSELING, *JUNIOR COLLEGES, *STUDENT EMPLOYMENT, *STUDENT EVALUATION, ACADEMIC ABILITY, PART TIME JOBS, STOCKTON, STUDENT SCHOOL RELATIONSHIP,

IN ORDER TO DETERMINE THE EFFECT OF STUDENT EMPLOYMENT ON ACADEMIC PERFORMANCE, A SURVEY WAS ADMINISTERED TO 1,429 NEW FRESHMEN DURING THE FALL SEMESTER, 1965. APTITUDE TEST SCORES AND GRADE POINT AVERAGES WERE COMPARED FOR NONWORKING STUDENTS AND FOR STUDENTS GROUPED INTO FIVE CLASSIFICATIONS ACCORDING TO THE NUMBER OF HOURS WORKED PER WEEK. ANALYSIS BY SEX AND BY ACADEMIC LOAD WERE TABULATED. AS THE WEEKLY NUMBER OF HOURS OF EMPLOYMENT INCREASED, THE PERCENTAGE OF STUDENTS EARNING LESS THAN A "C" AVERAGE ALSO INCREASED. WOMEN STUDENTS GENERALLY EARNED HIGHER GRADE POINT AVERAGES THAN MEN. ALTHOUGH MEN STUDENTS WHO WORKED TENDED TO WORK MORE HOURS THAN THE WOMEN STUDENTS. FINDINGS SUGGEST THAT EMPLOYMENT MAY BE CONSIDERED AS A PRIMARY CAUSE FOR LOW GRADES FOR STUDENTS AT ALL LEVELS OF VERBAL ABILITY, BUT ESPECIALLY FOR STUDENTS WORKING OVER 10 HOURS A WEEK. CONDITIONS OF EMPLOYMENT MAY BE MORE IMPORTANT THAN THE FACT OF EMPLOYMENT IN CONSIDERATION OF THE EFFECT THAT PART-TIME WORK MAY HAVE UPON GRADES. COUNSELORS AND ADVISERS SHOULD GIVE CAREFUL ATTENTION TO THE SCHOLASTIC LOAD OF EMPLOYED STUDENTS. (AL)

ED 011 772 JC 670 359

STARTING A COMMUNITY JUNIOR COLLEGE.
By- JOHNSON, BYRON LAMAR
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.
PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *COLLEGE PLANNING, *CURRICULUM PLANNING, *FACULTY RECRUITMENT, *FINANCIAL PROBLEMS, *JUNIOR COLLEGES, ADMISSION CRITERIA, BUILDINGS, COLLEGE BUILDINGS, COMMUNITY SERVICES, COMMUNITY SURVEYS, COUNSELING PROGRAMS, CURRICULUM DEVELOPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL FACILITIES, FACULTY EVALUATION, FINANCIAL POLICY, LOS ANGELES, STUDENT ORGANIZATIONS, STUDENT PERSONNEL SERVICES,

THE ESTABLISHMENT OF A COLLEGE FROM THE APPOINTMENT OF THE PRESIDENT TO THE COMPLETION OF THE 1ST YEAR OF CLASSES IS DISCUSSED. CURRICULUM AND INSTRUCTION, STAFF PERSONNEL, STUDENT PERSONNEL SERVICES, FINANCE, PLANT AND FACILITIES, AND COMMUNITY SERVICES AND RELATIONSHIPS ARE CONSIDERED IN INDIVIDUAL CHAPTERS, EACH CONSISTING OF TWO PARTS--(1) A REPORT OF THE CRITICAL DECISIONS TO BE MADE IN EACH AREA WITH ARGUMENTS FOR ALTERNATIVE POSITIONS AND RECOMMENDATIONS FOR A COURSE OF ACTION, AND (2) A STATEMENT OF THE IMPORTANT PROBLEMS WHICH ARISE IN STARTING NEW INSTITUTIONS INCLUDING SUGGESTED SOLUTIONS. A SUMMARY CHECKLIST OF THE STEPS TO BE TAKEN IS PRESENTED. BIBLIOGRAPHIES OF REFERENCES ON THE JUNIOR COLLEGE, SAMPLE COMMUNITY SURVEY FORMS, AND SEVERAL ADMINISTRATIVE ORGANIZATION CHARTS ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1777 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., FOR $1.00. (AD)

ED 011 773 JC 670 367

A STUDY ON STUDYING, A REPORT FROM THE COMMUNITY COLLEGE PLANNING CENTER ON STUDENT STUDY FACILITIES.

STANFORD UNIV., CALIF. SCHOOL PLANNING LAB.
EDRS PRICE MF-$0.18 HC-$2.48 62P

DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT ATTITUDES, *STUDENT BEHAVIOR, *STUDY FACILITIES, *STUDY HABITS, STANFORD, STUDY CENTERS,

APPROXIMATELY 600 STUDENTS FROM FIVE JUNIOR COLLEGES ANSWERED 100 QUESTIONS CONCERNING WHAT THEY FELT TO BE THE "IDEAL" STUDY FACILITY. ALTHOUGH THE STUDY REVEALED NO REAL CONSENSUS, MOST STUDENTS SEEMED TO PREFER A QUIET, PRIVATE, PLAIN, MODERATELY-SIZED AREA FREE OF TOBACCO SMOKE AND WITH ACCESS TO STUDY MATERIALS. THE SAME STUDENTS INDICATED WHERE THEY STUDY AND WHY THEY STUDY WHERE THEY DO. A DIFFERENT GROUP OF 116 STUDENTS ANSWERED THE SAME TWO QUESTIONS, BUT KEPT A RECORD OF THEIR STUDY HABITS FOR A WEEK TO DOCUMENT THEIR RESPONSES. THE ANSWERS GIVEN BY THE TWO GROUPS WERE SIMILAR. THE VARIETY OF RESPONSES ON ALL QUESTIONNAIRES, HOWEVER, WAS GREAT ENOUGH TO SUGGEST STRONGLY THAT AN "IDEAL" FACILITY WOULD PROVIDE A WIDE VARIETY OF STUDY AREAS. RESULTS OF THE QUESTIONNAIRES WERE RECORDED ON GRAPHS AND TABLES. (AD)

ED 011 774 JC 670 378

PRESIDENTS OF PUBLIC JUNIOR COLLEGES, AN ANALYSIS OF SELECTED BACKGROUND FACTORS.
BY- SCHULTZ, RAYMOND E. ROBERTS, DAYTON Y.
FLORIDA ST. UNIV., TALLAHASSEE
PUB DATE NOV 64
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *ADMINISTRATOR BACKGROUND, *ADMINISTRATOR CHARACTERISTICS, *COLLEGE ADMINISTRATION, *JUNIOR COLLEGES, CHIEF ADMINISTRATORS, GOVERNANCE, PRESIDENTS, TALLAHASSEE,

DATA GATHERED FROM QUESTIONNAIRE RESPONSES AND FROM BIOGRAPHICAL PUBLICATIONS ARE USED TO STUDY 333 JUNIOR COLLEGE PRESIDENTS AND OTHER PERSONNEL WITH MAJOR ADMINISTRATIVE RESPONSIBILITIES IN BOTH PUBLIC AND PRIVATE INSTITUTIONS. EDUCATIONAL BACKGROUND IS COMPARED IN TERMS OF LEVEL OF DEGREE HELD AND PERIOD OF APPOINTMENT. PREVIOUS EXPERIENCE AND RECRUITMENT PATTERNS ARE SUMMARIZED IN RELATION TO STATE AND ADMINISTRATIVE GOVERNANCE TYPOLOGY. FEWER THAN HALF OF THE ADMINISTRATORS (44.1 PERCENT) POSSESS A DOCTORAL DEGREE, AND TWO-THIRDS OF THOSE HOLD THE ED.D. DEGREE. A WIDE VARIATION IN THE PROPORTION OF DOCTORATE HOLDERS AMONG STATES IS NOTED. NEARLY THREE-FOURTHS (72.1 PERCENT) OF THE ENTIRE GROUP SPECIALIZED IN PROFESSIONAL EDUCATION FOR THEIR HIGHEST DEGREE. EIGHTY PERCENT OF THESE PRESIDENTS CAME TO THEIR ASSIGNMENTS DIRECTLY FROM SOME OTHER ADMINISTRATIVE POST. A TREND TOWARD SELECTING MORE PRESIDENTS FROM THE SENIOR COLLEGE AND UNIVERSITY RANKS IS VALIDATED, ALTHOUGH WIDE VARIATIONS AMONG THE STATES IS APPARENT. BOTH SIZE OF THE COLLEGE AND MODE OF LOCAL GOVERNANCE ARE FOUND TO INFLUENCE WHETHER PRESIDENTS ARE SELECTED FROM COLLEGE RANKS OR FROM POSITIONS IN ELEMENTARY AND SECONDARY SCHOOLS. MEAN AGE OF THE GROUP IS 47 YEARS WITH A RANGE FROM 31 TO 74. THE NET ANNUAL REPLACEMENT NEED IS ESTABLISHED AS 4.7 PERCENT OF THE TOTAL NUMBER. (AL)

ED 011 775 JC 670 395

TRANSFER FROM JUNIOR TO SENIOR COLLEGE, A SURVEY OF CURRENT POLICIES.
BY- WHITE, JAMES H.
PUB DATE 67
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *ADMISSION CRITERIA, *EDUCATIONAL COUNSELING, *JUNIOR COLLEGES, *TRANSFER POLICY, *TRANSFER STUDENTS, COSTS, EDUCATIONAL GUIDANCE, EDUCATIONAL POLICY, GRADE POINT AVERAGE, HIGHER EDUCATION,

IN ORDER TO ASSIST TRANSFER STUDENTS WITH THEIR EDUCATIONAL PLANNING, A SURVEY OF 166 SELECTED ACCREDITED 4-YEAR INSTITUTIONS WAS CONDUCTED TO DETERMINE THE PREVALENCE OF VARIOUS TRANSFER POLICIES. DATA ARE CLASSIFIED ACCORDING TO REGION, CONTROL, TYPE, AND ENROLLMENT SIZE. A MAJOR VARIABLE IN TRANSFER POLICY IS THE JUNIOR COLLEGE GRADE POINT AVERAGE. ONLY FIVE INSTITUTIONS ACCEPT A TRANSFER GPA OF LESS THAN 2.0 (ON A 4-POINT SCALE), WHILE 87 REQUIRE A 2.0 AVERAGE AND 32 REQUIRE A 3.0 RECORD. SIXTY PERCENT OF THE INSTITUTIONS REQUIRE LESS THAN A 2.5 GPA FOR ADMISSION. THE HIGH SCHOOL RECORD IS A POTENTIAL BAR TO TRANSFER IN FEWER THAN 20 PERCENT OF THE COLLEGES SURVEYED. ENTRANCE EXAMINATIONS ARE REQUIRED BY 40 PERCENT OF THE INSTITUTIONS, ARE DEPENDENT ON THE QUALITY OF THE JUNIOR COLLEGE RECORD IN 10 PERCENT OF THE CASES, AND ARE NOT REQUIRED BY THE REMAINING 50 PERCENT. ADVANCED STANDING CREDIT OF 2-YEAR EQUIVALENCY IS GRANTED BY 61 PERCENT OF THE COLLEGES. FINALLY, THE ANNUAL EXPENSE TO STUDENTS IN 68 PERCENT OF THE CASES EXCEEDS $2,000, INDICATING THE NEED FOR FINANCIAL AID FOR A LARGE PROPORTION OF TRANSFER STUDENTS. AVAILABILITY OF FINANCIAL AID IS SUMMARIZED BY PERCENTAGE OF INSTITUTIONS OFFERING VARIOUS TYPES OF AID TO TRANSFERS. (AL)

ED 011 776 JC 670 419

BRITISH PREFABRICATED SCHOOL CONSTRUCTION.
STANFORD UNIV., CALIF. SCHOOL PLANNING LAB.
REPORT NUMBER SCSD-2 PUB DATE 62
EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *BUILDING DESIGN, *BUILDINGS, *CONSTRUCTION COSTS, *EDUCATIONAL FACILITIES, *JUNIOR COLLEGES, COLLEGE BUILDINGS, NEW YORK CITY, PREFABRICATION, SCHOOL BUILDINGS, SCHOOL DESIGN, STANFORD, UNITED KINGDOM,

AT THE END OF WORLD WAR II, ENGLAND EXPERIENCED A SHORTAGE OF TRADITIONAL BUILDING MATERIALS WHILE HAVING TO FACE THE PROBLEM OF PROVIDING MORE THAN 1 MILLION PLACES FOR SCHOOL CHILDREN IN 7 YEARS. IN 1946, THE COUNTY OF HERTFORDSHIRE BEGAN USING PREFABRICATED STANDARDIZED MATERIALS FOR SCHOOL CONSTRUCTION TO MEET THIS NEED. STANDARDIZATION HAS SO LOWERED CONSTRUCTION COSTS THAT THE USE OF PREFABRICATED SYSTEMS HAS CONTINUED TO GROW, EVEN THOUGH SHORTAGES OF TRADITIONAL BUILDING MATERIALS NO LONGER EXIST. IN 1961 EDUCATIONAL FACILITIES LABORATORIES (EFL) BEGAN A STUDY OF THE ENGLISH EXPERIMENT TO DETERMINE THE FEASIBILITY OF APPLYING SIMILAR METHODS TO SCHOOL CONSTRUCTION IN THE UNITED STATES. THE SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT PROJECT (EFL) HAS UNDERTAKEN TO DESIGN A COMPLETE SET OF COMPONENTS FOR THE CONSTRUCTION OF SECONDARY

SCHOOLS. EFL HOPES TO COORDINATE A NUMBER OF SCHOOL DISTRICTS IN ESTABLISHING A MARKET LARGE ENOUGH TO INTEREST INDUSTRY IN BIDDING FOR A CONTRACT TO PRODUCE PREFABRICATED MATERIALS MEETING STANDARDS SET BY THE SCHOOL SYSTEMS. A DETAILED DISCUSSION OF THE ENGLISH SCHOOLS, INCLUDING PHOTOGRAPHS AND DESIGNS, MAKES UP THE BODY OF THE REPORT. (AD)

ED 011 777 JC 670 433

THE "ACADEMIC" VS. THE "TOTAL" HIGH SCHOOL AVERAGE--A RE-EXAMINATION.

By- GELSO, CHARLES J. KLOCK, JOSEPH A.

REPORT NUMBER RR-66-11 PUB DATE 28 DEC 66

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *ACADEMIC STANDARDS, *ACHIEVEMENT RATING, *ADMISSION CRITERIA, *GRADE POINT AVERAGE, *JUNIOR COLLEGES, SOUTH GEORGIA COLLEGE,

THE "ACADEMIC" HIGH SCHOOL GRADE AVERAGES OF APPLICANTS TO SOUTH GEORGIA COLLEGE IN THE FALL OF 1964 (526) AND THE FALL OF 1965 (711) WERE COMPARED WITH THEIR TOTAL GRADE AVERAGES. THE MEAN TOTAL GRADE AVERAGE OF THE 1964 GROUP WAS SIGNIFICANTLY HIGHER THAN THE MEAN ACADEMIC AVERAGE. IN 1965, WHEN THE COLLEGE REMOVED SUCH COURSES AS MUSIC FROM THE LIST OF ACADEMIC COURSES, THE DIFFERENCE INCREASED. IN GENERAL, AS STUDENTS ACADEMIC GRADE AVERAGES INCREASED, THE DIFFERENCE BETWEEN ACADEMIC AND TOTAL GRADE AVERAGES DECREASED. DIFFERENCES IN THE TWO TYPES OF AVERAGES ARE ESPECIALLY IMPORTANT IN INSTITUTIONS WITH RELATIVELY LOW ADMISSION REQUIREMENTS, AND THE RELATIONSHIP SHOULD BE CAREFULLY EXAMINED WHEN THE STANDARDS FOR ADMISSION ARE CHANGED. (AD)

ED 011 778 JC 670 436

THE PREDICTION OF GRADES IN COLLEGE ALGEBRA--A CONTINUATION AND EXTENSION.

By- WILSON, RAY GELSO, CHARLES J.

REPORT NUMBER RR-67-3 PUB DATE 23 MAR 67

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *ACADEMIC ABILITY, *ALGEBRA, *COUNSELING, *GRADE PREDICTION, *JUNIOR COLLEGES, ACADEMIC ACHIEVEMENT, DOUGLAS, GEORGIA, MATHEMATICS, PREDICTIVE VALIDITY, SCHOLASTIC APTITUDE TEST, SEQUENTIAL TESTS OF EDUCATION PROGRESS, SOUTH GEORGIA COLLEGE,

HIGH SCHOOL ALGEBRA GRADES OF 157 STUDENTS WERE BETTER PREDICTORS OF THEIR PERFORMANCE IN COLLEGE ALGEBRA (MATH 101) THAN EITHER THEIR SCHOLASTIC APTITUDE TEST-MATHEMATICS PORTION OR THEIR SEQUENTIAL TESTS OF EDUCATION PROGRESS-MATHEMATICS SUBTEST SCORES. THE AVERAGE OF THE STUDENTS' ALGEBRA I AND II GRADES SHOWED A CORRELATION WITH THEIR MATH 101 GRADES OF .47 FOR MALES AND .56 FOR FEMALES. THE ALGEBRA II GRADES SHOWED A CORRELATION WITH MATH 101 GRADES OF .49 FOR MALES AND .63 FOR FEMALES. GRADE PREDICTIONS BASED ON THE DATA GATHERED INDICATE THAT IF A FRESHMAN FEMALE EARNED A D (1.0) IN ALGEBRA II, HER CHANCES OF EARNING A C (2.0) IN MATH 101 WOULD BE APPROXIMATELY ONE IN 10. AT PRESENT A STUDENT MAY ENROLL IN MATH 101 AT SOUTH GEORGIA COLLEGE IF HE HAS TAKEN 2 YEARS OF HIGH SCHOOL ALGEBRA, REGARDLESS OF HOW WELL HE PERFORMED IN HIS HIGH SCHOOL CLASSES A COUNSELOR SHOULD CONSIDER A STUDENT'S PERFORMANCE IN HIGH SCHOOL ALGEBRA BEFORE ENCOURAGING HIM TO ENROLL IN MATH 101. (AD)

ED 011 779 JC 670 450

EDUCATION FOR HEALTH TECHNICIANS--AN OVERVIEW.

By- KINSINGER, ROBERT E.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE FEB 66

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *HEALTH PROGRAMS, *HEALTH SERVICES, *JUNIOR COLLEGES, *PARAMEDICAL OCCUPATIONS, *TECHNICAL EDUCATION, CURRICULUM GUIDES, CURRICULUM PLANNING, DISTRICT OF COLUMBIA, HEALTH EDUCATION, INSTRUCTIONAL INNOVATION, STANDARDS, VOCATIONAL EDUCATION,

AS DEFINED, HEALTH SERVICE TECHNICIANS ARE NORMALLY PREPARED FOR ENTRY INTO THEIR OCCUPATIONS BY PURSUING A POST-SECONDARY EDUCATIONAL PROGRAM THAT DOES NOT DEMAND A BACCALAUREATE DEGREE BUT USUALLY INCLUDES A COMBINATION OF THEORY, PRACTICAL KNOWLEDGE, MANUAL SKILL, AND WHEN APPROPRIATE, ACTUAL CLINICAL PRACTICE. EXAMPLES OF SUCH TECHNICIANS INCLUDE X-RAY TECHNICIAN, R.N. (A.D.N.), MEDICAL RECORD TECHNICIAN, DISPENSING OPTICIAN, OCCUPATIONAL THERAPY ASSISTANT, AND INHALATION THERAPY TECHNICIAN. NEW CONCEPTS OF INSTRUCTION ARE BEING INTRODUCED THROUGH TELEVISION, VIDEOTAPE RECORDING, AND THE DEVELOPMENT OF TECHNICAL CENTERS FOR HEALTH CAREERS. ALTHOUGH PROBLEMS OF STANDARDS ARE GRADUALLY BEING SOLVED THROUGH LEGISLATION AND LICENSING REQUIREMENTS, THERE IS STILL WIDE DISPARITY IN DEPTH AND BREADTH OF TRAINING PROGRAMS. DEFECTS IN MANY COLLEGE PROGRAMS ARE CONTINUING AND WILL REQUIRE CLOSER ANALYSIS AND ATTACK BY COOPERATING PHYSICIANS, DENTISTS, TECHNICIANS, AND EDUCATORS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.00. (AL)

ED 011 780 JC 670 451

FOLLOW-UP STUDIES IN JUNIOR COLLEGES--A TOOL FOR INSTITUTIONAL IMPROVEMENT.

By- O'CONNOR, THOMAS J.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$3.12 78P.

DESCRIPTORS- *EVALUATION METHODS, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *RESEARCH METHODOLOGY, *RESEARCH PROBLEMS, DISTRICT OF COLUMBIA, EVALUATION TECHNIQUES, GRADUATE SURVEYS, METHODOLOGY, STUDENT CHARACTERISTICS, STUDENT PERSONNEL SERVICES, STUDENT PERSONNEL WORK, STUDENT SCHOOL RELATIONSHIP, TECHNIQUES,

DATA GATHERED FROM FORMER STUDENTS WERE FOUND TO HAVE IMPLICATIONS FOR COLLEGE PROGRAM PLANNING. AREAS OF FOCUS CAN PROFITABLY INCLUDE STUDIES OF DROPOUT CHARACTERISTICS AND THE ACADEMIC AND SOCIOECONOMIC CHARACTERISTICS OF STUDENT POPULATIONS, EFFECTIVENESS OF VOCATIONAL-TECHNICAL PROGRAMS, TRANSFER STUDENT SUCCESS, VALUE OF GENERAL EDUCATION COURSES, APPROPRIATENESS OF GRADING STANDARDS, EVALUATION OF INSTRUCTORS AND COUNSELORS, IMPACT OF ENTRANCE REQUIREMENTS, AND EFFECTIVENESS OF THE STUDENT PERSONNEL SERVICES. PROCEDURES FOR FOLLOWUP STUDIES OF TRANSFER STUDENTS INCLUDE THE PERSONAL INTERVIEW (PREFERRED), QUESTIONNAIRES, AND

ANNUAL REPORTS FROM SENIOR COLLEGES. SIMILAR TECHNIQUES MAY BE USED IN STUDIES OF THE TECHNICAL-OCCUPATIONAL STUDENT ALTHOUGH DISPERSION OF SUCH GRADUATES MAKES THE INTERVIEW PROCESS DIFFICULT. EMPLOYER REPORTS ARE GENERALLY MOST VALUABLE. FOLLOWUP OF DROPOUTS AND WITHDRAWALS IS MADE DIFFICULT BY SIMILAR DISPERSION PATTERNS AND PSYCHOLOGICAL RESISTANCE. HOWEVER, RECENT RESEARCH INDICATES SUCCESS IN IDENTIFICATION OF POTENTIAL DROPOUTS THROUGH MEASUREMENT OF STUDENT ATTITUDES IN AREAS OF MOTIVATION, COLLEGIATE CULTURE, ASPIRATION LEVELS, FAMILY RELATIONSHIPS, AND SOCIOECONOMIC STATUS. MORE FOLLOWUP STUDY OF DROPOUTS WILL INCREASE THE PREDICTABILITY OF THESE MEASURES AND PERMIT MORE EFFECTIVE PROGRAMS FOR DROPOUT PREVENTION. A SAMPLE OF QUESTIONNAIRES IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 FOR $1.50. (AL)

ED 011 781 JC 670 454

THE NEED TO ESTABLISH A MARINE SCIENCES TECHNOLOGY PROGRAM AT SHORELINE COMMUNITY COLLEGE.
By- TEEL, WARD AND OTHERS
SHORELINE COMMUNITY COLL., SEATTLE, WASH.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *BIOLOGICAL SCIENCES, *BIOLOGY INSTRUCTION, *JUNIOR COLLEGES, *OCEANOLOGY, *TECHNICAL EDUCATION, CAREER OPPORTUNITIES, COMMUNITY SURVEYS, CURRICULUM GUIDES, CURRICULUM RESEARCH, INDUSTRIAL EDUCATION, JOB TRAINING, MARINE BIOLOGY, OCCUPATIONAL INFORMATION, OCCUPATIONAL SURVEYS, SEATTLE, VOCATIONAL EDUCATION,

DURING THE SUMMER OF 1966, FACULTY MEMBERS OF THE COLLEGE CONDUCTED AN INTERVIEW SURVEY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A MARINE SCIENCE TECHNOLOGY PROGRAM. MANPOWER NEEDS OF 70 INDUSTRIES, INSTITUTIONS, AND GOVERNMENTAL AGENCIES CONCERNED WITH THE FIELDS OF OCEANOGRAPHY AND MARINE BIOLOGY WERE STUDIED IN TERMS OF JOBS PERFORMED BY MARINE BIOLOGICAL TECHNICIANS, PHYSICAL OCEANOGRAPHIC TECHNICIANS, AND GENERAL BIOLOGICAL TECHNICIANS. TECHNICAL SUPPORT PERSONNEL WERE MOST COMMONLY TRAINED ON-THE-JOB OR THROUGH MILITARY SERVICE. EMPLOYERS EMPHASIZED THAT THE WORK OF TECHNICIANS COULD NOT BE DONE BY A PERSON TRAINED IN THE CONVENTIONAL SCIENCE COURSES IN A UNIVERSITY WITHOUT LONG ADDITIONAL TRAINING PERIODS. AT PRESENT, ON THE COMMUNITY COLLEGE LEVEL, ONLY TWO INSTITUTIONS HAVE TECHNICAL TRAINING PROGRAMS RELATED TO THE MARINE SCIENCES. IN THE THREE CATEGORIES, MORE THAN 1,000 NEW POSITIONS WILL BE OPEN IN THE NEXT 3 YEARS IN THE AREA SURVEYED. TO MEET THE NEEDS, THE ATUTHORS SUGGEST THAT A PILOT PROGRAM IN MARINE TECHNOLOGY BE ESTABLISHED AS SOON AS POSSIBLE AT THE COLLEGE. (AL)

ED 011 782 RC 000 314

THE TWENTY ELEMENTS OF INSTRUCTIONAL TELEVISION.
By- MCBRIDE, JACK

PUB DATE 12 FEB 66

EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL TELEVISION, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MATERIALS, *TELEVISION, AIRBORNE TELEVISION, AUDIOVISUAL AIDS, BROADCAST RECEPTION EQUIPMENT, CAIRO, CLOSED CIRCUIT TELEVISION, CURRICULUM, ECONOMICS, EQUIPMENT, EVALUATION, INSTRUCTION, INSTRUCTIONAL TELEVISION, LESSON PLANS, MAINTENANCE, OPEN CIRCUIT TELEVISION, ORGANIZATION, PERSONNEL, REINFORCEMENT, RESEARCH, TEACHERS, TELEVISION CURRICULUM, UNITED ARAB REPUBLIC,

THIS PAPER WAS PRESENTED AT THE ELEVEN NATION UNITED ARAB REPUBLIC SEMINAR ON EDUCATIONAL TELEVISION SPONSORED BY THE CENTRE FOR EDUCATIONAL TELEVISION OVERSEAS (CAIRO, EGYPT, FEBRUARY 6-12, 1966). IT PURPOSES ARE TO DISCUSS THE POTENTIALS OF TELEVISION TO SOLVE SPECIAL EDUCATIONAL NEEDS, AND TO PRESENT 20 ELEMENTS WHICH THE AUTHOR BELIEVES ARE VITAL TO THE SUCCESSFUL USE OF TELEVISION IN EDUCATION. THESE ELEMENTS INCLUDE--(1) THE EDUCATIONAL NEED, (2) THE TELEVISION TEACHER, (3) CURRICULUM AND LESSON PLANNING AND SUPPORT, (4) THE TELEVISION LESSON, (5) SUPPORTING PRODUCTION, (6) THE TELEVISION MEDIUM, (7) TELEVISION ORIGINATION EQUIPMENT, (8) TELEVISION DISTRIBUTION SYSTEM, (9) GENERAL ADMINISTRATIVE SUPPORT, (10) LOCAL ADMINISTRATIVE SUPPORT, (11) THE CLASSROOM TEACHER, (12) TEACHER UTILIZATION, (13) SYSTEM OF INFORMATION DISSEMINATION, (14) SUPPLEMENTAL INSTRUCTION MATERIALS, (15) THE TELEVISION SET, (16) THE RECEPTION SETTING, (17) RECEIVER MAINTENANCE AND REPAIR, (18) THE STUDENT, (19) FEEDBACK TO THE STUDIO, AND (20) RESEARCH AND EVALUATION. THE AUTHOR CONCLUDES THAT THE ELEMENTS PRESENTED ARE NOT MEANT TO BE A CHECKLIST, BUT RATHER A MEANS OF STRENGTHENING EXISTING PROGRAMS OR DESIGNING BETTER INITIAL EFFORTS. (JM)

ED 011 783 RC 000 513

REORGANIZATION--A CONTINUING PROBLEM.
By- BLANKE, VIRGIL E.
CHICAGO UNIV., ILL., MIDWEST ADMINISTRATION

PUB DATE OCT 60

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *SCHOOL DISTRICTS, *SCHOOL REDISTRICTING, *SPECIAL SERVICES, *SPECIALISTS, *STUDENT TEACHER RATIO, ADMINISTRATION, BOARD OF EDUCATION ROLE, CHICAGO, COMPREHENSIVE HIGH SCHOOLS, FINANCIAL SUPPORT, PERSONNEL POLICY ADMINISTRATOR'S NOTEBOOK, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL SIZE, STUDENT ENROLLMENT,

AN ARTICLE ON SCHOOL DISTRICT REORGANIZATION IS PRESENTED TO PROVIDE HELP TO THOSE CONSIDERING THIS STEP AND TO SERVE AS A BASIS FOR RESEARCH. CHARACTERISTICS OF INADEQUATE DISTRICTS ARE LISTED, AND REASONS FOR CONTINUED EXISTENCE OF SUCH DISTRICTS ARE DISCUSSED. FIVE CRITERIA FOR MEASURING SCHOOL DISTRICT ADEQUACY ARE PRESENTED--SCOPE OF THE PROGRAM, ADMINISTRATION AND SCHOOL STAFF, STUDENT POPULATION, THE COMMUNITY, AND THE DISTRICT'S ECONOMIC BASE. MAJOR AREAS DISCUSSED FOR APPLICATION OF CRITERIA INCLUDE EDUCATION FROM KINDERGARTEN THROUGH GRADE 12, BOARD OF EDUCATION FUNCTIONS, SCHOOL PERSONNEL REQUIREMENTS, PUPIL-TEACHER AND PUPIL-COUNSELOR RATIOS, SCHOOL DISTRICT-COMMUNITY RELATIONSHIPS, AND MINIMUM EXPENDITURES FOR EDUCATIONAL PROGRAMS. IMPLICATIONS FOR RESEARCH INCLUDE TWO QUESTIONS--(1) DOES MAKING THE BOUNDARIES OF A SCHOOL DISTRICT COTERMINOUS WITH A NATURAL COMMUNITY LEAD TO MORE ADEQUATE SCHOOL PROGRAMS, AND (2) WHAT ARE SOME USEFUL MEASURES OF EDUCATIONAL POTENTIAL OF A SCHOOL DISTRICT. THE

ARTICLE DOES NOT INCLUDE LARGE CITY SCHOOL DISTRICTS IN ITS DISCUSSION. THIS ARTICLE WAS PUBLISHED IN THE "ADMINISTRATOR'S NOTEBOOK," VOLUME 9, NUMBER 2, OCTOBER 1960 AND IS ALSO AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, 5835 KIMBARK AVENUE, CHICAGO 37, ILLINOIS, FOR $0.25. (RD)

ED 011 784 RC 000 631

DISPOSE OF WASTES, AN AID TO EXTENSION AND VILLAGE WORKERS IN MANY COUNTRIES.
BY- HUGHES, KATHRYNE S.
FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.
REPORT NUMBER FES-AID-SANIT-SER-6 PUB DATE JUN 63
AGENCY FOR INTERNATIONAL DEVELOPMENT, WASH., D.C.
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COMMUNITY HEALTH, *EXTENSION EDUCATION, *SANITATION, COMMUNICABLE DISEASES, COMMUNITY PLANNING, DISEASE CONTROL, DISTRICT OF COLUMBIA, INFECTIOUS DISEASES, SANITATION IMPROVEMENT,

THE BOOKLET DESCRIBES IN DETAIL THE CORRECT METHODS OF DISPOSING OF WASTE MATERIALS, INCLUDING TRASH, GARBAGE, WASTE WATER, HUMAN EXCRETA, AND ANIMAL WASTES. COMPLETE INSTRUCTIONS FOR DIGGING, BUILDING, AND CLEANING ARE GIVEN UNDER EACH TOPIC. (CL)

ED 011 785 RC 000 766

EDUCATIONAL NEEDS OF RURAL YOUTH.
BY- LINDSTROM, D. E.
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *EDUCATION, *EXTENSION EDUCATION, *RURAL EDUCATION, *RURAL YOUTH, COLLEGE PREPARATION, DISADVANTAGED YOUTH, EMPLOYMENT POTENTIAL, HIGH SCHOOLS *EDUCATIONAL NEEDS, RURAL DROPOUTS, SULLIVAN, URBANA,

THE AUTHOR DISCUSSES THE PRESENT STATUS OF EDUCATIONAL OPPORTUNITIES AND NEEDS OF RURAL YOUTH. EVIDENCE INDICATES THAT MOST RURAL YOUTH DO NOT PLAN TO ATTEND COLLEGE, AND THAT THESE NONCOLLEGE BOUND STUDENTS DO NOT SCORE AS WELL ON APTITUDE AND ACHIEVEMENT TESTS AS THOSE PLANNING ON COLLEGE. APPROXIMATELY 80 PERCENT OF THESE STUDENTS DO NOT FEEL THEY WOULD BE PREPARED FOR EMPLOYMENT UPON LEAVING HIGH SCHOOL. THE AUTHOR CONCLUDES THAT SUBSTANTIAL DEVELOPMENT OF EXTENSION EDUCATION PROGRAMS COULD PROVIDE THE NECESSARY POST-HIGH SCHOOL TRAINING PROGRAMS FOR SKILLED AND TECHNICAL EMPLOYMENT. THE ARTICLE IS A REPRINT FROM THE "JOURNAL OF COOPERATIVE EXTENSION," SPRING 1965. (JM)

ED 011 786 RC 000 793

PROBLEMS IN EDUCATION AND ACCULTURATION IN MULTI-ETHNIC COMMUNITIES.
BY- STEWART, OMER C.
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ACCULTURATION, *EDUCATIONALLY DISADVANTAGED, *ETHNIC GROUPS, *MINORITY GROUPS, AMERICAN INDIANS, COMMUNITY, COMMUNITY ROLE, CULTURALLY DISADVANTAGED, EDUCATION, ENGLISH (SECOND LANGUAGE), LANGUAGE HANDICAPS, MINORITY GROUP CHILDREN,

THE AUTHOR DISCUSSES THE ASSIMILATION AND EDUCATION OF ETHNIC MINORITY GROUPS INTO THE DOMINANT SOCIETAL ORGANIZATION AND PATTERNS. EDUCATION IS SEEN AS A PART OF THE PROCESS OF ACCULTURATION BETWEEN PEOPLES OF DIFFERENT ETHNIC BACKGROUNDS. THE AUTHOR STATES THAT ALL ETHNIC GROUPS HAVE THE SAME POTENTIAL FOR ACADEMIC ACHIEVEMENT. A MAJOR DIFFICULTY ENCOUNTERED IN THE EDUCATION OF MINORITIES IS THAT THESE GROUPS ARE REQUIRED TO LEARN TWO OR THREE DIFFERENT VALUE STRUCTURES, SETS OF HABITS, AND MYTHOLOGICAL INFORMATION, WHEREAS THE DOMINANT CULTURE NEED ONLY ACQUIRE ONE SUCH FOUNDATION. FURTHER DIFFICULTIES RESULT FROM THE FACT THAT A CHILD FROM A MINORITY HAS THOROUGHLY ACQUIRED THE CULTURE OF THAT MINORITY BEFORE HE ENTERS THE FORMAL EDUCATION PROCESS OF THE DOMINANT CULTURE. AS A RESULT, THE DOMINANT CULTURE REJECTS HIM BECAUSE HE CANNOT CONFORM. THE AUTHOR LISTS THE PROBLEMS OF EDUCATION OF MINORITIES AS FOLLOWS--(1) DEVELOPMENT OF COMMUNITY ACCEPTANCE PATTERNS, (2) DISCOVERY OF SPECIAL LANGUAGE PROBLEMS, (3) DEVELOPMENT OF MINORITY COMMUNITY GUIDANCE FACILITIES, AND (4) LACK OF HELP IN UNDERSTANDING AND APPRECIATING NATIONAL CULTURAL VALUES. (JM)

ED 011 787 RC 000 843

INDIAN PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS.
BY- HINCKLEY, EDWARD C.
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *AMERICAN INDIANS, *BEHAVIOR PATTERNS, *COMMUNITY DEVELOPMENT, *CULTURAL DIFFERENCES, ENGLISH (SECOND LANGUAGE), NUTRITION, PAPAGO, PAPAGO INDIANS, PHOENIX AREA PUBLIC HEALTH SERVICE,

THE AUTHOR DISCUSSES THE EFFECT THAT DIFFERING CULTURES AND BEHAVIOR PATTERNS WITHIN A COMMUNITY HAVE ON COMMUNITY DEVELOPMENT. HE STATES THAT COMMUNITY LEADERS MUST UNDERSTAND THESE CULTURAL DIFFERENCES IN ORDER TO ELICIT PARTICIPATION AND COOPERATION FROM BOTH INDIAN AND NONINDIAN RESIDENTS. THE AUTHOR ILLUSTRATES THE POINTS HE MAKES BY ACTUAL EXAMPLES FROM THE PHOENIX AREA PUBLIC HEALTH SERVICE. (CL)

ED 011 788 RC 000 900

THE ASPEN CONTINUOUS PROGRESS PLAN.
BY- MORNINGSTAR, NED
COLORADO STATE DEPT. OF EDUCATION, DENVER
PUB DATE 65
EDRS PRICE MF-0.09 HC-$1.32 33P.

DESCRIPTORS- *CONTINUOUS PROGRESS PLAN, *ELEMENTARY SCHOOLS, *INDEPENDENT STUDY, *INDIVIDUAL INSTRUCTION, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, ACHIEVEMENT TESTS, ASPEN, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, DENVER, EVALUATION, EVALUATION METHODS, INSTRUCTION, LEARNING PROCESSES, MATHEMATICS, PARENT CONFERENCES, PARENT TEACHER CONFERENCES, READING, SCIENCES, SMALL SCHOOLS, TEACHING METHODS,

THIS REPORT IS A DOCUMENTATION OF THE EFFORTS OF THE STAFF OF THE ASPEN ELEMENTARY SCHOOL, ASPEN, COLORADO, TO INDIVIDUALIZE THE INSTRUCTIONAL PROGRAM IN GRADES K-6. INVOLVED IN THIS WERE APPROXIMATELY 450 STUDENTS AND A STAFF OF 13 TEACHERS. THE INDIVIDUALIZATION OF INSTRUCTION WAS ACCOMPLISHED THROUGH THE MODIFICATION OF THE

TEACHING-LEARNING PROCESS AND THE USE OF PROGRAMED MATERIALS. ACTIVITIES WERE CONCENTRATED IN THE AREAS OF MATHEMATICS AND READING AND TO A LESSER EXTENT IN SCIENCE. EACH TEACHER WAS RESPONSIBLE FOR PRESENTING MATERIALS TO SUIT EACH MEMBER OF HER CLASS REGARDLESS OF THE LEVEL AT WHICH THE STUDENT WAS PERFORMING. SUMMARIES ARE PRESENTED OF THE TEACHERS' AND PARENTS' REACTIONS, EVALUATION OF THE PROGRAM, AREAS NEEDING IMPROVEMENT, STUDENT ACHIEVEMENT, AND RECOMMENDATIONS. THE APPENDIXES CONTAIN STUDENT EVALUATION FORMS AND EXAMPLES OF LETTERS TO PARENTS. (JH)

ED 011 789 RC 000 901

AN INDIVIDUALIZED ENGLISH PROGRAM FOR HIGH SCHOOL FRESHMEN AND SOPHOMORES.

By- JAQUETTE, CHARLES

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE 64

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *ENGLISH, *ENGLISH CURRICULUM, *INDEPENDENT STUDY, *INDIVIDUAL INSTRUCTION, AUDIOVISUAL INSTRUCTION, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, CURRICULUM, DENVER, MEEKER, SECONDARY SCHOOLS, SMALL SCHOOLS,

AN INDIVIDUALIZED ENGLISH PROGRAM FOR HIGH SCHOOL FRESHMEN AND SOPHOMORES WAS ESTABLISHED AT MEEKER, COLORADO, DURING THE 1963-64 SCHOOL YEAR. THIS REPORT DESCRIBES THE ACTIVITIES, PROBLEMS, SUCCESSES, RECOMMENDATIONS, EVALUATIONS, AND CONCLUSIONS OF THE PROGRAM. (JH)

ED 011 790 RC 000 902

THE INDIVIDUALIZATION OF THE TEACHING OF SPELLING IN THE ELEMENTARY SCHOOL.

By- OBA, BETTY

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE 64

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *AUTOINSTRUCTIONAL METHODS, *INDEPENDENT STUDY, *INDIVIDUAL INSTRUCTION, *SPELLING, ACHIEVEMENT, ACHIEVEMENT RATING, BYU LAB GUIDE FOR SPELLING, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, DENVER, ELEMENTARY SCHOOLS, EVALUATION, MEEKER, SMALL SCHOOLS,

THIS REPORT IS A DOCUMENTATION OF THE INDIVIDUALIZATION OF THE TEACHING OF SPELLING IN THE ELEMENTARY SCHOOL PROGRAM, GRADES 2 THROUGH 6, AT MEEKER, COLORADO. THE PROGRAM IS ORIENTED TOWARD USING TAPE RECORDERS. THE RECORDED MATERIALS ARE TEACHER-MADE, EXCEPT FOR SOME COMMERCIAL PHONICS MATERIAL. EXPLANATIONS ARE PRESENTED ABOUT THE ORGANIZATION, PROCEDURE, EVALUATION, AND PROBLEMS ENCOUNTERED. RECOMMENDATIONS FOR IMPROVEMENT ARE MADE. (JH)

ED 011 791 RC 000 903

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT. ANNUAL REPORT, JULY 1, 1963 - JULY 30, 1964.

By- NACHTIGAL, PAUL M. STENSON, WILBUR L.

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE SEP 64

EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL INNOVATION, *SECONDARY SCHOOLS, *SMALL SCHOOLS, AUDIOVISUAL AIDS, BOULDER, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, CURRICULUM, DENVER, ELEMENTARY SCHOOLS, GREELEY, INDIVIDUAL DEVELOPMENT, INDIVIDUAL INSTRUCTION, INNOVATION, PROGRAMED INSTRUCTION,

THIS DOCUMENT IS THE ANNUAL REPORT OF THE COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, JULY 1, 1963-JUNE 30, 1964. THE DOCUMENT IDENTIFIES--(1) THE MEMBER SCHOOLS, (2) THE AREAS OF PROGRESS, (3) THE AREAS NEEDING IMPROVEMENT, (4) THE PROGRAMS IN USE, (5) THE FUTURE PROGRAMS, AND (6) THE ANNUAL WORKSHOP MEMBERS. IN ADDITION, THE PARTICIPATING TEACHERS ARE LISTED BY SCHOOL AND THEIR PROJECT ACTIVITY. (JH)

ED 011 792 RC 000 904

REPORTING PUPIL PROGRESS IN A CONTINUOUS PROGRESS SCHOOL. COMMITTEE REPORT, ANNUAL SUMMER WORKSHOP (VAIL, COLORADO, JUNE 7-11, 1964).

By- NIMNIGHT, GLEN AND OTHERS

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ACADEMIC RECORDS, *CONTINUOUS PROGRESS PLAN, *NONGRADED SYSTEM, *RECORDS (FORMS), *REPORT CARDS, *STUDENT RECORDS, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, DENVER, MIDDLETOWN, MIDDLETOWN NONGRADED PROGRAM, VAIL,

THIS DOCUMENT DESCRIBES THE RATIONALE OF A CONTINUOUS PROGRESS GRADING AND REPORTING SYSTEM, AND PRESENTS EXAMPLES OF THE PROPOSED REPORTING FOR A NONGRADED SYSTEM, BOTH INDIVIDUAL REPORT FORMS AND CUMULATIVE RECORD FORMS, WITH INSTRUCTIONS ON HOW TO USE THEM, ARE PRESENTED. (JH)

ED 011 793 RC 000 905

A PLAN FOR INDIVIDUALIZED INSTRUCTION IN SPELLING FOR JUNIOR HIGH.

By- MOSS, MARTHA

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE 64

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *HOMOGENEOUS GROUPING, *INDIVIDUAL INSTRUCTION, *JUNIOR HIGH SCHOOLS, *SPELLING, ACHIEVEMENT, ACHIEVEMENT RATING, AUTOINSTRUCTIONAL PROGRAMS, BALL STATE TEACHERS COLLEGE, COLLBRAN, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, DENVER, EVALUATION, INDEPENDENT STUDY, SMALL SCHOOLS,

THIS REPORT IS A DOCUMENTATION OF A PLAN FOR INDIVIDUALIZED INSTRUCTION IN SPELLING FOR THE JUNIOR HIGH SCHOOL STUDENTS AT PLATEAU VALLEY SCHOOL, COLLBRAN, COLORADO. THE PROGRAM IS STRUCTURED SUCH THAT STUDENTS OF SIMILAR ABILITY AND ACHIEVEMENT LEVELS ARE PAIRED FOR STUDY AND TESTING PURPOSES. AFTER THE STUDENT DEMONSTRATES MASTERY OF A SPELLING LIST THROUGH A SERIES OF TESTS, HE MOVES ON TO A MORE DIFFICULT LIST. THE RATIONALE, RELATED RESEARCH, CLASSROOM PROCEDURE, RESULTS, AND RECOMMENDATIONS ARE DISCUSSED. (JH)

ED 011 794 RC 000 906
AN INDIVIDUAL APPROACH TO THE TEACHING OF UNITED STATES HISTORY.
By- HOLMES, CHARLES
COLORADO STATE DEPT. OF EDUCATION, DENVER
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *AUTOINSTRUCTIONAL METHODS, *INDEPENDENT STUDY, *INDIVIDUAL INSTRUCTION, *UNITED STATES HISTORY, ACHIEVEMENT, ACHIEVEMENT RATING, AUDIOVISUAL AIDS, AUTOINSTRUCTIONAL PROGRAMS, COLORADO WESTERN STATES SMALL SCHOOLS PROJECT, DENVER, EVALUATION, MEEKER, SECONDARY SCHOOLS, SMALL SCHOOLS, STANFORD SOCIAL STUDIES ACHIEVEMENT TESTS,

THIS DOCUMENT EXPLAINS THE INDIVIDUAL APPROACH TO THE TEACHING OF UNITED STATES HISTORY TO EIGHTH GRADERS AT MEEKER, COLORADO. THE PROGRAM IS STRUCTURED SO THAT AFTER A STUDENT DEMONSTRATES MASTERY OF A CHAPTER THROUGH A SHORT OBJECTIVE TEST, HE THEN INVESTIGATES ENRICHMENT MATERIALS SUCH AS FILMSTRIPS, TAPES, RECORDS, BOOKS, AND PICTURE ENCYCLOPEDIAS. A DISCUSSION IS PRESENTED RELATING TO THE PURPOSES, PROCEDURES, AND RESULTS OF THE PROGRAM. THIS IS SUPPLEMENTED BY CONCLUSIONS AND RECOMMENDATIONS DRAWN FROM THE PROGRAM. THE APPENDIX CONTAINS A LIST OF EQUIPMENT AND MATERIALS USED. (JH)

ED 011 795 RC 000 910
PRACTICAL HELPS FOR KINDERGARTEN TEACHERS.
ALASKA STATE DEPT. OF EDUCATION, JUNEAU
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *KINDERGARTEN, *TEACHERS, *TEACHING GUIDES, ACTIVITIES, BOOKS, CHORAL SPEAKING, GAMES, JUNEAU, OBJECTIVES, PARENT CONFERENCES, PHILOSOPHY, REFERENCE MATERIALS, SCIENCE ACTIVITIES, UNITS OF STUDY (SUBJECT FIELDS),

THIS BOOKLET IS A GUIDE FOR KINDERGARTEN TEACHERS. DISCUSSED ARE THE ROLE OF THE KINDERGARTEN TEACHER, KINDERGARTEN PHILOSOPHY AND OBJECTIVES, INFORMATION TO THE PARENTS OF KINDERGARTEN CHILDREN, PARENT-TEACHER CONFERENCES, SCIENCE EXPERIENCES, ACTIVITIES, AND EXPERIMENTS, NUMBER ACTIVITIES, GAMES, FINGER PLAYS, AND CHORAL SPEAKING. ALSO PRESENTED ARE UNITS OF STUDY, A DAILY PROGRAM AND EQUIPMENT, SUPPLIES, RECORDS, BOOKS, AUDIOVISUAL MATERIALS, AND REFERENCE MATERIALS. (RB)

ED 011 796 RC 000 941
THE EFFECT OF SECURITY AS AN INDEPENDENT VARIABLE ON SELECTED VARIABLES RELATED TO PERCEPTION, COGNITION, AND ACADEMIC ACHIEVEMENT.
By- GILL, NEWELL T. AND OTHERS
PUB DATE 22 SEP 66
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *COGNITIVE ABILITY, *COGNITIVE DEVELOPMENT, *COGNITIVE PROCESSES, *PERCEPTION, *SECURITY, ACADEMIC ACHIEVEMENT, CLOSURE FLEXIBILITY SCALE, DOGMATISM SCALE, RESEARCH, RICHMOND, SECURITY INDEX INVENTORY, SEX DIFFERENCES, THOUGHT PROCESSES,

THE EFFECT OF SECURITY ON PERSONAL ADJUSTMENT, PERCEPTUAL AND COGNITIVE STYLE, AND PERSONAL EFFECTIVENESS WAS EVALUATED. THE SAMPLE WAS 249 STUDENTS ENROLLED IN A TEACHER EDUCATION, CHILD STUDY PROGRAM. PERFORMANCE ON MASLOW'S SECURITY INDEX INVENTORY DETERMINED AN INDIVIDUAL'S PLACEMENT IN ONE OF THREE GROUPS. ROKEACH'S DOGMATISM SCALE (FORM E) AND THURSTON'S CLOSURE FLEXIBILITY SCALE WERE ADMINISTERED TO THE THREE GROUPS, AND AN ANALYSIS OF VARIANCE WAS USED TO STUDY DIFFERENCES BETWEEN GROUPS. THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN SEXES ON ANY OF THE THREE VARIABLES. SECURE GROUPS WERE LESS DOGMATIC THAN INSECURE GROUPS AND HAD A HIGHER MEAN GRADE POINT AVERAGE. AN ANALYSIS OF THE RESULTS AND THEIR IMPLICATIONS FOR EDUCATORS IS DISCUSSED. (JH)

ED 011 797 RC 000 944
INDIVIDUALIZING INSTRUCTION, A REPORT OF THE FALL DRIVE-IN CONFERENCES, UMSSP.
By- STURGES, A.W. AND OTHERS
NORTH DAKOTA UNIV., GRAND FORKS, SCH. OF EDUC.
PUB DATE SEP 66
EDRS PRICE MF-$0.09 HC-$1.92 48P.

DESCRIPTORS- *INDIVIDUALIZED CURRICULUM, *INNOVATION, *WORKSHOPS, AUDIOVISUAL AIDS, CURRICULUM DEVELOPMENT, FACILITIES, FLEXIBLE SCHEDULING, GRAND FORKS, INDIVIDUAL DIFFERENCES, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY, LEARNING PROCESSES, LIBRARIES, MOTIVATION, MULTIPLE CLASSES, NONGRADED SYSTEM, POPULATION GROWTH, PROGRAMED MATERIALS, SHARED SERVICES, TEACHER AIDES, TEACHING METHODS, TEACHING TECHNIQUES, TEAM TEACHING, TRANSFER OF TRAINING, UPPER MIDWEST SMALL SCHOOLS PROJECT,

THIS PAPER DISCUSSES THE 12 AREAS OF CHANGE IN SCHOOLS--MULTIPLE CLASSES, TEAM TEACHING, USE OF TEACHERS' AIDES, SHARED SERVICES, MODIFICATION OF EXISTING FACILITIES, USE OF PROGRAMED MATERIALS, FLEXIBLE SCHEDULING, USE OF SPECIAL MATERIALS, INSERVICE TRAINING, USE OF NONGRADING PROCEDURES, INCORPORATION OF RECENT TECHNOLOGICAL DEVELOPMENTS, AND EMPLOYMENT OF CURRICULAR CHANGES. THE NATURE OF AND THE NEED FOR INNOVATION IN GENERAL ARE DISCUSSED, AND EXAMPLES OF CHANGES THAT HAVE TAKEN PLACE IN MINNESOTA SCHOOLS ARE GIVEN. (CL)

ED 011 798 RC 000 936
DROPOUTS IN NEVADA PUBLIC SCHOOLS, 1963-1964 AND 1964-1965 SCHOOL YEARS. (TITLE SUPPLIED).
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *DROPOUT RATE, *DROPOUT RESEARCH, *DROPOUTS, *SCHOOL HOLDING POWER, *STATISTICAL ANALYSIS, CARSON CITY, DELINQUENTS, DROPOUT CHARACTERISTICS, DROPOUT PROBLEMS, RETARDATION, UNEMPLOYMENT, UNWED MOTHERS,

THIS DOCUMENT PRESENTS STATISTICAL DATA OF SCHOOL DROPOUTS AND SCHOOL HOLDING POWER IN NEVADA. THE DATA ARE BASED ON RECORDS SUBMITTED BY ALL NEVADA SCHOOL DISTRICTS

HAVING PUPILS IN GRADES 7 THROUGH 12 DURING THE SCHOOL YEARS 1963-64 AND 1964-65. THESE DATA INCLUDE AGE, GRADE, SEX, ETHNIC GROUPING, CAUSAL FACTORS FOR LEAVING, ACHIEVEMENT, RESIDENCE, ATTENDANCE, ADJUSTMENT, AND POSSIBLE DELINQUENCY RECORDS OF THE STUDENTS. (JH)

ED 011 799 RC 000 959

BIBLIOGRAPHY OF TRAINING FILMS FOR SCHOOL BUS DRIVER TRAINING. (TITLE SUPPLIED).

PUB DATE 62

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *BIBLIOGRAPHIES, *BUS TRANSPORTATION, *DRIVER EDUCATION, *FILMS *TRAFFIC SAFETY, STUDENT TRANSPORTATION,

THIS BIBLIOGRAPHY LISTS, BY TITLE, 113 FILMS, WITH DESCRIPTIONS AND ACQUISITION ADDRESSES. THERE ARE 32 FREE, 40 RENTAL, 38 PURCHASE, AND THREE TELEVISION SHORT FILMS IN THE LIST. (DD)

ED 011 800 RC 000 986

FACTORS RELATED TO THE EDUCATION AND JOB PLANS OF RURAL YOUTH.

BY- LINDSTROM, D.E.

PUB DATE JAN 67

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *HIGH SCHOOL GRADUATES, *RURAL AREAS, *RURAL YOUTH, *VOCATIONAL EDUCATION, DEPARTMENT OF AGRICULTURAL ECONOMICS, ILLINOIS, OCCUPATIONAL CHOICE, OCCUPATIONAL INFORMATION, UNIVERSITY OF ILLINOIS, URBANA,

THIS REPORT OF SOME OF THE FACTORS INFLUENCING THE EDUCATIONAL AND OCCUPATIONAL PLANS OF RURAL HIGH SCHOOL STUDENTS WAS DERIVED FROM A STUDY OF APPROXIMATELY 3,000 JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN ILLINOIS. THE STUDY TRIED TO DETERMINE THE APTITUDES AND SKILLS POSSESSED BY RURAL YOUTH, TO FIND THE PERSONAL AND SOCIOPSYCHOLOGICAL CHARACTERISTICS OF THESE YOUTH, AND TO DETERMINE THE KINDS OF EDUCATION AND TRAINING THAT WOULD BEST FIT THEM FOR THE CAREERS AND OCCUPATIONS AVAILABLE TO THEM. THE AUTHOR CONCLUDED THAT THE EDUCATIONAL AND VOCATIONAL NEEDS OF NONCOLLEGE PRONE RURAL YOUTH ARE NOT ADEQUATELY MET. THESE STUDENTS, WHO COMPRISE THE MAJORITY OF THE GRADUATING STUDENTS OF MOST RURAL HIGH SCHOOLS, DO NOT GET AS MUCH HELP IN FUTURE OCCUPATIONAL PLANNING AS THE COLLEGE PRONE, AND ARE POORLY PREPARED FOR THE LIVES THEY FACE AFTER THEY GRADUATE FROM HIGH SCHOOL. THIS ARTICLE IS A REPRINT FROM "ILLINOIS AGRICULTURAL ECONOMICS," JANUARY 1967. (DD)

ED 011 801 RC 000 990

THE THEME-CONCEPT UNIT IN LITERATURE.

BY- HILLOCKS, GEORGE, JR.

EDRS PRICE MF-$0.09 HC-$0.48 10P.

DESCRIPTORS- *CONCEPT TEACHING, *INTEGRATED CURRICULUM, *LITERATURE, *UNITS OF STUDY (SUBJECT FIELDS), EUCLID, JUNIOR HIGH SCHOOLS, MOTIVATION, PROJECT ENGLISH, READING, SENIOR HIGH SCHOOLS, THEME-CONCEPT UNIT,

A SUGGESTED UNIT FRAMEWORK WAS DEVELOPED AS A METHOD OF TEACHING SEVENTH-GRADE LITERATURE AT EUCLID CENTRAL JUNIOR HIGH SCHOOL IN EUCLID, OHIO. THE UNIT WAS DIVIDED INTO SIX MAJOR SECTIONS--(1) DEVELOPMENT OF THE CONCEPT, (2) APPLICATION OF THE CONCEPT UNDER THE GUIDANCE OF A TEACHER, (3) REVISION OF THE CONCEPT, (4) APPLICATION OF THE CONCEPT BY SMALL GROUPS OF STUDENTS WITHOUT DIRECT TEACHER SUPERVISION, (5) APPLICATION OF THE CONCEPT BY INDIVIDUAL STUDENTS WITHOUT TEACHER GUIDANCE, AND (6) COMPOSITION. EACH SECTION WAS DISCUSSED WITH RESPECT TO THE DEVELOPMENT OF MAJOR CONCEPTS AND THE APPLICATION OF THOSE CONCEPTS TO SEVERAL LITERARY WORKS. (RD)

ED 011 802 RC 000 998

EDUCATION AND INCOME OF MEXICAN-AMERICANS IN THE SOUTHWEST. MEXICAN-AMERICAN STUDY PROJECT, ADVANCE REPORT 1.

BY- FOGEL, WALTER

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER ADVANCE REP-1 PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *CULTURAL FACTORS, *DEMOGRAPHY, *INCOME, *MEXICAN AMERICANS, *STATISTICAL ANALYSIS, CULTURAL EDUCATION, EDUCATION, EDUCATIONAL ATTITUDES, LOS ANGELES, MEXICAN AMERICAN STUDY PROJECT, SCHOOLS, SOCIAL ORGANIZATIONS, SURVEYS,

THIS DOCUMENT IS ONE OF A SERIES OF RESEARCH ARTICLES PUBLISHED BY THE MEXICAN-AMERICAN STUDY PROJECT. THE PURPOSE OF THIS REPORT WAS TO STUDY THE RELATIONSHIP BETWEEN EDUCATIONAL ATTAINMENT AND INCOME WITHIN THE MEXICAN-AMERICAN MINORITY. DATA FOR THE STUDY WERE OBTAINED FROM THE U.S. CENSUS OF POPULATION, 1960. THE AUTHOR CONCLUDED THAT EDUCATIONAL ATTAINMENT AND INCOME OF THE MEXICAN-AMERICAN POPULATION ARE ASSOCIATED. THE SPECIFIC RELATIONSHIPS WERE ESTABLISHED BY STATISTICAL ANALYSIS. IMPLICATIONS FOR THE MEXICAN-AMERICAN MINORITY WERE GIVEN. THE REPORT IS ALSO AVAILABLE FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES 90024, FOR $1.00. (JH)

ED 011 803 RC 000 999

SCHOOL PURCHASE PRACTICES IN TEXAS.

BY- COOPER, LLOYD G. AND OTHERS

TEXAS UNIV., EL PASO, TEXAS WESTERN COLL.

PUB DATE MAY 64

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *SCHOOL DISTRICT SPENDING, *SMALL SCHOOLS, *SUPERINTENDENTS, CONSULTANTS, COOPERATIVE PROGRAMS, EL PASO, INSTRUCTIONAL MATERIALS, OPERATING EXPENSES, SCHOOL DISTRICTS, SCHOOL MAINTENANCE, SCHOOL SIZE,

THIS REPORT FROM TEXAS WESTERN COLLEGE CONCERNS THE PROBLEMS INVOLVED AND CURRENT PRACTICES IN TEXAS SCHOOL PURCHASING DEPARTMENTS. TWO SURVEYS WERE CONDUCTED BY THE COLLEGE TO INVESTIGATE TWO AREAS. ONE WAS TO DETERMINE SUPERINTENDENTS' PURCHASING PRACTICES BY SCHOOL SIZE, WHILE THE SECOND WAS TO DETERMINE, ALSO BY SCHOOL SIZE, THE LEVEL AND RANGE OF DISCOUNTS GIVEN BY MANUFACTURERS AND SUPPLIERS OF SCHOOL EQUIPMENT. THE AUTHORS RECOMMEND THAT (1) WORKSHOPS ON SCHOOL FINANCE BE HELD, (2) MORE SCHOOL FINANCE COURSES BE INTRODUCED IN COLLEGE CURRICULUMS, (3) SMALL SCHOOL DISTRICTS INITIATE COOPERATIVE PURCHASING PROGRAMS, AND (4) SMALL

COOPERATING SCHOOL DISTRICTS EMPLOY A PURCHASING SPECIALIST. (JH)

ED 011 804 RC 001 013

AN INTERDISCIPLINARY APPROACH IN THE IDENTIFICATION OF MENTALLY RETARDED INDIAN CHILDREN. ADDENDUM.
BUREAU OF INDIAN AFFAIRS, WASHINGTON, D.C.

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$1.90 49P.

DESCRIPTORS- *AMERICAN INDIANS, *MENTALLY HANDICAPPED, *PSYCHOLOGICAL TESTING, *SCHOOLS, *SPECIAL EDUCATION, APTITUDE TESTS, ARIZONA, BIA, CLASS ACTIVITIES, DORMITORIES, EDUCATIONALLY DISADVANTAGED, ENGLISH (SECOND LANGUAGE), HANDICAPPED CHILDREN, INSTRUCTIONAL PROGRAMS, INTELLECTUAL DEVELOPMENT, LANGUAGE ABILITY, MEDICAL CASE HISTORIES, NAVAJO, NEW MEXICO, PILOT PROJECTS, RURAL ENVIRONMENT, SAN JUAN, SHIPROCK, SMALL GROUP INSTRUCTION, SPECIALISTS, STUDENTS, TEACHER AIDES, TEACHER SUPERVISION, TEEC NOS POS,

A PILOT PROJECT IN WHICH 47 MENTALLY HANDICAPPED NAVAJO CHILDREN WERE ENROLLED IN SPECIAL CLASSES AT THE TEEC NOS POS BOARDING SCHOOL IN TEEC NOS POS, ARIZONA, IS DESCRIBED. THESE CHILDREN WERE SELECTED FROM THE SAN JUAN AND SHIPROCK BOARDING SCHOOLS BY USE OF A TEACHER REFERRAL FORM. THE PROJECT WAS DIVIDED INTO FIVE PHASES--(1) SCREENING OF CHILDREN TO DETERMINE THOSE WHO WERE MENTALLY RETARDED, (2) PREPARING INDIVIDUAL BEHAVIORAL PROFILES ON EACH OF THE SELECTED CHILDREN, (3) MEDICAL AND PARAMEDICAL EXAMINING OF THE REFERRAL GROUP, (4) STAFFING THESE CHILDREN TO DETERMINE THE NATURE OF HANDICAPPING CONDITIONS, AND (5) TEACHER AND SUPERVISION, SPECIAL CLASS ORGANIZING, AND THE INSTRUCTIONAL PROGRAM. PARTICULAR EMPHASIS IS GIVEN TO DESCRIPTION OF THE USE AND RESULTS OF PSYCHOLOGICAL TESTS USED IN THE PROJECT. A DISCUSSION OF TEACHING ENGLISH AS A SECOND LANGUAGE TO NAVAJO CHILDREN IS INCLUDED IN AN ATTACHED APPENDIX. (ES)

ED 011 805 RC 001 015

BASIS FOR A PLAN OF ACTION FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. A SUMMARY OF RECOMMENDATIONS MADE AT THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH (JANUARY 1967).
BY- LOPEX, LEO AND OTHERS
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE JAN 67

EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *CONFERENCES, *EDUCATION, *IMPROVEMENT PROGRAMS, *MIGRANT CHILDREN, ADULT EDUCATION, ATTITUDES, CULTURAL BACKGROUND, EDUCATIONAL IMPROVEMENTS, ENGLISH, ENRICHMENT, EQUAL EDUCATION, EQUIPMENT, FACILITIES, FINANCIAL SUPPORT, FLEXIBLE PROGRESSION, FLEXIBLE SCHEDULING, INDIVIDUAL INSTRUCTION, KINDERGARTEN, OBJECTIVES, PRESCHOOL PROGRAMS, SACRAMENTO, SECONDARY EDUCATION, TITLE V INTERSTATE MIGRANT EDUCATION PROJECT, VOCATIONAL COUNSELING,

THIS DOCUMENT SUMMARIZES RECOMMENDATIONS FROM THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH AT SACRAMENTO, CALIFORNIA, SEPTEMBER 23 AND 24, 1966. THE CONFEREES PROPOSED THAT THESE RECOMMENDATIONS BE INCORPORATED INTO THE CALIFORNIA MIGRANT EDUCATION MASTER PLAN FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. EIGHTEEN EDUCATIONAL NEEDS OF THESE CHILDREN ARE IDENTIFIED, INCLUDING SIX FOR PERSONNEL, SEVEN FOR FACILITIES, SIX FOR PROGRAMS, AND SIX IN SUPPORTIVE AREAS. INCLUDED ARE A CONFERENCE AGENDA AND A LIST OF ATTENDEES. A POSITION PAPER ON EDUCATIONAL NEEDS OF MIGRANT CHILDREN AND OTHER PAPERS ON THESE NEEDS ARE GIVEN IN THE APPENDIXES. (DD)

ED 011 806 RC 001 039

RURAL YOUTH NEED HELP IN CHOOSING OCCUPATIONS.
BY- HALLER, ARCHIBALD O. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CIRC BULL-235 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *OCCUPATIONAL CHOICE, *RURAL YOUTH, ASPIRATION, CULTURAL FACTORS, EAST LANSING, EDUCATION, EDUCATIONAL IMPROVEMENT, FARM FOUNDATION, FINANCIAL SUPPORT, INTELLIGENCE LEVEL, PERSONALITY, SELF CONCEPT, SOCIAL CLASS, VOCATIONAL COUNSELING,

THIS BULLETIN OUTLINES THE FACTORS WHICH HINDER RURAL YOUTH IN OBTAINING JOBS, PARTICULARLY WHEN THEY MUST COMPETE WITH URBAN YOUTH FOR THE JOBS. FACTORS DISCUSSED INCLUDE OCCUPATIONAL ASPIRATIONS, CULTURAL INFLUENCES, LEVEL OF EDUCATION, FINANCIAL SUPPORT AVAILABLE, INTELLIGENCE LEVEL, OCCUPATIONAL CHOICE, PERSONALITY, SELF-CONCEPT, AND SOCIAL CLASS. ALSO PRESENTED ARE POSSIBLE IMPROVEMENTS IN RURAL EDUCATION AND VOCATIONAL COUNSELING. (CL)

ED 011 807 RC 001 259

OUTDOOR EDUCATION--A METHOD OF TEACHING.
BY- ISENBERG, ROBERT M.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *CAMPING, *INSTRUCTIONAL INNOVATION, *LEARNING ACTIVITIES, *LEARNING EXPERIENCE, *OUTDOOR EDUCATION, HEADSTART PROGRAM, LEARNING MOTIVATION, LOS ANGELES, TEACHING METHODS,

OUTDOOR LEARNING IS DEFINED IN THIS ARTICLE AS A METHOD OF LEARNING WHICH EXPLORES THE ADVANTAGES OF A CHILD'S INVOLVEMENT WITH NATURE. HIGH MOTIVATION, SOUND ENRICHMENT, AND PERSONAL AND SOCIAL DEVELOPMENT ARE SEEN AS OUTCOMES OF AN OUTDOOR EDUCATION PROGRAM. OUTDOOR RESOURCES CAN BE UTILIZED IN ANY COURSE AT ANY GRADE LEVEL IN ANY SCHOOL. A CONDENSATION OF THIS ARTICLE, ENTITLED "EDUCATION COMES ALIVE OUTDOORS," WAS PUBLISHED IN THE "NEA JOURNAL," APRIL 1967. (SF)

ED 011 808 RE 000 026

FIRST GRADE CHILDREN WORK WITH VARIANT WORD ENDINGS.
BY- HANSON, IRENE W.

PUB DATE APR 66

EDRS PRICE MF-$0.09 HC-$0.24 8P.

DESCRIPTORS- *BASIC READING, *READING INSTRUCTION, *READING RESEARCH, *STRUCTURAL ANALYSIS, *WORD RECOGNITION, BOND BALOW HOYT NEW DEVELOPMENTAL READING TEST, COMPARATIVE ANALYSIS, GRADE 1, READING MATERIALS, ST. PAUL, TEACHING METHODS, TEXTBOOK PREPARATION, WORD LISTS,

AN INVESTIGATION TO DETERMINE IF INSTRUCTION IN VARIANT WORD ENDINGS CAN BE GIVEN IN THE SECOND SEMESTER OF THE FIRST GRADE IS DESCRIBED. TWENTY-SIX FIRST-GRADE CLASSES (554 CHILDREN) FROM THE ST. PAUL, MINNESOTA, PUBLIC SCHOOL SYSTEM WERE USED IN THE STUDY. THE CLASSES WERE DIVIDED INTO TWO GROUPS OF 13 CLASSES EQUATED ON SOCIOECONOMIC LEVEL, READING ABILITY, MENTAL ABILITY, AGE, AND KNOWLEDGE OF THE USE OF VARIANT WORD ENDINGS. IN ADDITION TO REGULAR BASAL READING INSTRUCTION, THE EXPERIMENTAL GROUP WAS GIVEN EIGHTEEN 20-MINUTE LESSONS IN GENERALIZATIONS CONCERNING THE VARIANT ENDINGS "S," "ED," "D," "ING," "ER," "EST," AND "ER." THE CONTROL CLASSES USED THE SAME PERIODS OF TIME FOR INDEPENDENT READING. READING SKILLS WERE EVALUATED BY THE BOND-BALOW-HOYT NEW DEVELOPMENTAL READING TEST AND A SPECIALLY CONSTRUCTED VARIANT ENDING TEST. FOR ANALYSIS OF SCORES, EACH GROUP WAS DIVIDED INTO THREE MENTAL ABILITY GROUPS, FIVE READING GROUPS, AND THREE SOCIOECONOMIC LEVELS. THE F RATIO FOR ANALYSIS OF VARIANCE WAS APPLIED TO THE MEANS OF THESE GROUPS. SIGNIFICANT DIFFERENCES FAVORING THE EXPERIMENTAL GROUP'S KNOWLEDGE OF VARIANT ENDINGS ARE REPORTED. SUBGROUP SCORES ARE COMPARED AND EVALUATED. THE EDUCATIONAL IMPLICATIONS OF THE FINDINGS ARE DISCUSSED. REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN "THE READING TEACHER," VOLUME 19, APRIL 1966. (LS)

ED 011 809 RE 000 031

WHAT OPTOMETRY AND ITS RELATED FIELDS HAVE TO OFFER THE READING TEACHER, A RESEARCH PAPER.

BY- LAMBETH, JOANNE

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *READING MATERIALS, *READING PROGRAMS, *READING RESEARCH, *TEACHING METHODS, BIBLIOGRAPHIES, DUNCAN, GLOSSARIES, LATERAL DOMINANCE, MOTOR SKILLS, OPTOMETRY, PERCEPTION,

METHODS, PROCEDURES, AND TECHNIQUES FOR TEACHING READING, ESPECIALLY TO LOW- AND NON-ACHIEVERS, WHICH DIFFER FROM TRADITIONAL CLASSROOM PRACTICES ARE DESCRIBED AND EVALUATED IN TERMS OF RECENT RESEARCH IN THE AREA OF READING. THESE METHODS ARE CLOSELY RELATED TO THE FIELD OF OPTOMETRY AND ARE CONCERNED WITH PROBLEMS OF LATERAL DOMINANCE, PERCEPTUAL ABILITY, AND MOTOR SKILLS. REFERENCES ARE PROVIDED FOR EACH METHOD. A GLOSSARY OF OPTOMETRIC TERMS AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

ED 011 810 RE 000 039

LINGUISTICS IN READING INSTRUCTION.

BY- ROGERS, JOHN R. AND OTHERS

MISSISSIPPI UNIV., UNIVERSITY, SCH. OF EDUC.

PUB DATE FEB 65

EDRS PRICE MF-$0.27 HC-$6.24 156P.

DESCRIPTORS- *DIALECTS, *LANGUAGE PATTERNS, *LINGUISTICS, *READING INSTRUCTION, *TEACHING TECHNIQUES, CULTURAL INFLUENCES, GRAMMAR, GRAPHEMES, LANGUAGE ARTS, MORPHOLOGY, PHONETICS, PHONICS, SOCIAL INFLUENCES, SPELLING, SYNTAX, UNIVERSITY,

PRACTICAL SUGGESTIONS FOR THE CLASSROOM TEACHER OF READING ARE REPORTED BY PARTICIPANTS OF AN INSTITUTE ON THE APPLICATION OF LINGUISTICS TO SPELLING AND READING INSTRUCTION. CHAPTER 1, "PHONEMICS AND ORTHOGRAPHY IN READING INSTRUCTION," TRACES SIGNIFICANT RELATIONSHIPS AMONG PHONEMICS, PHONETICS, PHONICS, ORTHOGRAPHY, AND READING INSTRUCTION. CHAPTER 2, "MORPHOLOGY IN READING INSTRUCTION," IS CONCERNED WITH STRUCTURAL ANALYSIS. CHAPTER 3, "SYNTAX IN READING INSTRUCTION," IS CONCERNED WITH LANGUAGE UNITS MORE COMPLEX THAN THE SINGLE WORD, AND THEIR RELATIONSHIPS WITH READING INSTRUCTION. CHAPTER 4, "DIALECTOLOGY IN READING INSTRUCTION," DEALS WITH PROBLEMS ARISING FROM THE FACT THAT LANGUAGE PATTERNS VARY FROM AREA TO AREA AND FROM CULTURAL LEVEL TO CULTURAL LEVEL. COMPLICATED TERMINOLOGY IS SIMPLIFIED FOR THE CREATIVE TEACHER SEEKING TO DEVELOP THE CHILD'S BACKGROUND IN BASIC LANGUAGE PATTERNS IN HIS ORAL LANGUAGE IN ORDER TO FACILITATE HIS BEGINNING READING DEVELOPMENT. EMPHASIS IS PLACED UPON HELPING THE CHILD FEEL COMFORTABLE WITH THE LANGUAGE HE BRINGS TO SCHOOL, AS WELL AS UPON DEVISING MEANS OF DEVELOPING LANGUAGE UNDERSTANDINGS AND APPRECIATIONS TO FIT THE CLASSROOM SITUATION. IMPLICATIONS FOR AND RECOMMENDATIONS TO THE CLASSROOM TEACHER ARE DISCUSSED. FIGURES, CHARTS, TABLES, AND A BIBLIOGRAPHY OF 47 ENTRIES ARE INCLUDED.

ED 011 811 RE 000 116

SOURCES OF INFORMATION FOR RESPONSES TO READING TEST ITEMS.

BY- WEAVER, WENDELL W. BICKLEY, A. C.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *READING COMPREHENSION, *READING RESEARCH, *READING TESTS, *TEST VALIDITY, *TESTING PROBLEMS, CAMPBELL COLLEGE, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, LANGUAGE PATTERNS, LANGUAGE RESEARCH, LINGUISTICS, STUDENT CHARACTERISTICS,

SOURCES OF INFORMATION FOR RESPONSES TO MULTIPLE-CHOICE ITEMS ON READING COMPREHENSION TESTS AND THE EFFECTS OF CONTENT WORDS AND FUNCTION WORDS IN SUPPLYING INFORMATION FOR THE CORRECT COMPLETION OF MULTIPLE-CHOICE ITEMS WERE STUDIED IN AN EXPERIMENT AT CAMPBELL COLLEGE. PARAGRAPHS WITH ACCOMPANYING MULTIPLE-CHOICE ITEMS SAMPLED FROM READING TESTS LISTED IN BUROS SIXTH YEARBOOK WERE SELECTED AS THE TEST PASSAGES. SUBJECTS WERE 147 SOPHOMORES ENROLLED IN INTRODUCTORY PSYCHOLOGY COURSES AND WERE RANDOMLY ASSIGNED TO SEVEN TREATMENTS INVOLVING THE BLACKING OUT OF (1) ALL OF THE READING PASSAGE, (2) ALL NOUNS, VERBS, AND ADJECTIVES, (3) ALL FUNCTION WORDS, (4) NONE OF THE READING PARAGRAPH, (5) 10 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES, (6) 50 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES, AND (7) 90 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES. A TREND ANALYSIS OF THE EFFECT OF BLACKING-OUT INCREASING PERCENTAGES OF NOUNS, VERBS, AND ADJECTIVES AND COMPARISONS BETWEEN TREATMENTS 1 AND 3 AND BETWEEN TREATMENTS 3 AND 4 WERE MADE. IN THE DISCUSSION OF RESULTS, IT WAS CONCLUDED THAT READING COMPREHENSION TESTS WERE HIGHLY DEPENDENT ON EXAMINEE CHARACTERISTICS WHICH OFTEN HAD LITTLE TO DO WITH THE READING TASK BEING EXAMINED. APPARENT REASONS FOR THIS ARE PROPOSED AND ANALYZED. TABLES AND REFERENCES ARE INCLUDED. THIS SPEECH APPEARS IN THE 1967 PROCEEDINGS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 15. (LS)

ED 011 812

RE 000 117

STRUCTURAL-LEXICAL PREDICTABILITY OF MATERIALS WHICH PREDICTOR HAS PREVIOUSLY PRODUCED OR READ.

BY- WEAVER, WENDELL W. BICKLEY, A. C.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *CLOZE PROCEDURE, *LANGUAGE PATTERNS, *LANGUAGE RESEARCH, *LEXICOGRAPHY, *STRUCTURAL ANALYSIS, CAMPBELL COLLEGE, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, PREDICTION, READING RESEARCH, WRITING, WRITTEN LANGUAGE,

THE CLOZE PROCEDURE WAS USED TO INVESTIGATE THE PREDICTABILITY OF LANGUAGE MATERIALS AND TO EXAMINE THE RELATIONSHIP OF THE WRITTEN PRODUCTION OF LANGUAGE AND READING TO STRUCTURAL AND LEXICAL CONSTRUCTS. FIFTY-SIX SOPHOMORES RANDOMLY SELECTED FROM 152 STUDENTS ENROLLED IN INTRODUCTORY PSYCHOLOGY COURSES AT CAMPBELL COLLEGE WERE RANDOMLY ASSIGNED TO TWO TREATMENTS--WRITING MODALITY OR READING MODALITY. THE WRITING MODALITY GROUP WAS INSTRUCTED TO PRODUCE WRITTEN STORIES WHICH WERE DUPLICATED AND PRESENTED TO THE READING MODALITY GROUP. TWO CLOZE TASKS, ONE OMITTING EVERY FIFTH STRUCTURAL UNIT AND ONE DELETING EVERY FIFTH LEXICAL UNIT, WERE PREPARED FOR THE STORIES AND PRESENTED TO BOTH GROUPS 2 DAYS AFTER THE INITIAL WRITING AND READING OF THE STORIES. A TWO-WAY ANALYSIS OF VARIANCE WAS MADE OF THE FIRST 50 DELETIONS IN EACH PAPER ACCORDING TO STRUCTURAL-LEXICAL DELETIONS AND READING-WRITING MODALITIES. IT WAS FOUND THAT THE PRODUCER-PREDICTOR COULD PREDICT BOTH STRUCTURAL AND LEXICAL DELETIONS AT ABOUT THE SAME RATE (85 PERCENT). THE READER-PREDICTOR COULD PREDICT STRUCTURAL WORDS AS WELL AS THE PRODUCER, BUT COULD NOT PREDICT LEXICAL WORDS. THEORETICAL IMPLICATIONS ARE DISCUSSED. REFERENCES AND A TABLE ARE INCLUDED. THE PAPER APPEARS IN THE 1967 PROCEEDINGS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 15. (LS)

ED 011 813

RE 000 121

A LONGITUDINAL EVALUATION OF READING ACHIEVEMENT IN SMALL CLASSES.

BY- BALOW, IRVING H.

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *LONGITUDINAL STUDIES, *PRIMARY GRADES, *READING ACHIEVEMENT, *READING RESEARCH, *SMALL CLASSES, BASIC READING, COMPARATIVE ANALYSIS, INTELLIGENCE, PROGRAM EVALUATION, READING PROGRAMS, READING READINESS, RIVERSIDE, SEX DIFFERENCES, TEST RESULTS, UNIVERSITY OF CALIFORNIA,

A 3-YEAR EXPERIMENTAL PRIMARY-GRADE READING PROGRAM CONDUCTED WITH A 30 PERCENT REDUCTION OF READING CLASS SIZE WAS EVALUATED IN THE RIVERSIDE, CALIFORNIA, UNIFIED SCHOOL DISTRICT FOR THE YEARS 1962-1965. TEST SCORES WERE ANALYZED FOR 656 CHILDREN IN THE EXPERIMENTAL GROUP WHO HAD 2 OR MORE YEARS OF EXPERIENCE IN THE EXPERIMENTAL PROGRAM AND FOR 602 CHILDREN IN THE CONTROL GROUP WHO HAD 1 YEAR OR LESS IN THE EXPERIMENTAL PROGRAM. THE SMALL-CLASS PROGRAM (AN AVERAGE OF 15 STUDENTS PER CLASS) WAS INITIATED IN A STRATIFIED RANDOM SAMPLE OF SEVEN ELEMENTARY SCHOOLS THE 1ST YEAR, WITH SIX SCHOOLS ADDED THE 2D YEAR AND EIGHT MORE ADDED THE 3D YEAR. DATA GATHERED FROM THE METROPOLITAN READINESS TESTS IN GRADE 1, METROPOLITAN ACHIEVEMENT TEST IN GRADES 2 AND 3, THE CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY IN GRADE 2, AND THE SCHOOL AND COLLEGE APTITUDE TEST IN GRADE 4 WERE ANALYZED ACCORDING TO EXPERIMENTAL AND CONTROL GROUP READINESS, INTELLIGENCE, READING ACHIEVEMENT, AND SEX DIFFERENCES. THE EXPERIMENTAL GROUP ACHIEVED SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP, ACCORDING TO THE AMOUNT OF TIME SPENT ON THE EXPERIMENTAL PROGRAM. FINDINGS INDICATED THAT FIRST GRADE INSTRUCTION WAS MOST CRUCIAL AND THAT BOYS BENEFITED MORE FROM REDUCED CLASS SIZE THAN GIRLS. TABLES ARE INCLUDED. (LS)

ED 011 814

RE 000 122

READING IN THE KINDERGARTEN.

BY- HOPPOCK, ANNE
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *BEGINNING READING, *KINDERGARTEN, *READING INSTRUCTION, *READING READINESS, *STATE STANDARDS, CHILD DEVELOPMENT, EARLY READING, LEARNING READINESS, MATURATION, READING ACHIEVEMENT, READING PROCESSES, READING RESEARCH, TRENTON, WORKBOOKS,

ARGUMENTS AGAINST FORMALIZED READING INSTRUCTION IN THE KINDERGARTEN WERE PRESENTED. AFTER PRELIMINARY COMMENTS CONCERNING THE PURPOSE AND PLAN OF THE CONFERENCE, THE NEW JERSEY STATE BOARD STANDARDS FOR KINDERGARTENS WERE DISCUSSED IN LIGHT OF THEIR CRITERIA FOR ESTABLISHMENT AND THEIR ADMINISTRATION. THE CASE AGAINST MAKING READING INSTRUCTION A PART OF THE KINDERGARTEN CURRICULUM WAS DEVELOPED THROUGH AN EXAMINATION OF THE FOLLOWING RESEARCH (PARTICULARLY DURKIN'S). THE LONG RANGE EFFECTIVENESS OF READINESS WORKBOOKS AND OTHER FORMALIZED READINESS INSTRUCTION, LEARNING THEORY, THE PURPOSES AND GOALS OF THE KINDERGARTEN, AND THE VIEWS OF LEADERS OF NATIONAL REPUTE IN THE FIELDS OF READING, EARLY CHILDHOOD EDUCATION, HUMAN DEVELOPMENT AND LEARNING, PEDIATRICS, NEUROLOGY, CHILD PSYCHIATRY, AND PSYCHOLOGY. IT WAS CONCLUDED THAT ALTHOUGH STUDENTS WHO COME TO KINDERGARTEN KNOWING HOW TO READ OR DESIRING TO READ SHOULD NOT BE PREVENTED FROM DOING SO, RESEARCH HAS NOT YET PROVIDED EVIDENCE THAT EARLY SYSTEMATIC READING INSTRUCTION GREATLY ACCELERATES READING ACHIEVEMENT. THIS PAPER WAS PRESENTED AT RUTGERS UNIVERSITY, MARCH 23, 1966. (LS)

ED 011 815

RE 000 126

READING, A REPORT OF THE ADVISORY BOARD TO THE MINISTER OF EDUCATION, PROVINCE OF MANITOBA.

MANITOBA PROVINCE, WINNIPEG, MINISTER OF EDUCATION

PUB DATE JAN 67

EDRS PRICE MF-$0.36 HC-$10.64 266P.

DESCRIPTORS- *ELEMENTARY GRADES, *READING PROGRAMS, *READING RESEARCH, *SURVEYS, *TEACHING METHODS, BIBLIOGRAPHIES, CANADA, COMPARATIVE ANALYSIS, CURRICULUM GUIDES, LANGUAGE ARTS, MANITOBA, QUESTIONNAIRES, READING MATERIALS, TEACHER EDUCATION, TEACHING TECHNIQUES, TEST RESULTS, TEXTBOOK EVALUATION,

READING PROGRAMS IN THE ELEMENTARY GRADES IN MANITOBA, CANADA, WERE STUDIED OVER A 4-YEAR PERIOD TO DETERMINE WHAT TYPES OF PROGRAMS WERE IN EFFECT AND TO MAKE RECOMMENDATIONS TO IMPROVE THE TEACHING OF READING. INCLUDED IN THE REPORT

ARE (1) A SURVEY OF READING IN MANITOBA FROM 1946-1966, (2) A DESCRIPTION OF THE CONTENT AND DEVELOPMENT OF THE MANITOBA READING STUDY QUESTIONNAIRE, (3) THE DESIGN OF EXPERIMENTS EVALUATING THE "PHONETIC KEYS TO READING" (ECONOMY PUBLISHING COMPANY OF OKLAHOMA) AND THE PROVINCE-ADOPTED "CURRICULUM FOUNDATION SERIES" (FORTIES EDITION, PUBLISHED BY W. J. GAGE), AND (4) SOME COMMENTS AND RECOMMENDATIONS ON THE TEACHING OF READING, INCLUDING CURRICULUM, TEACHER TRAINING, TEACHING TECHNIQUES, MATERIALS, ORGANIZATION FOR TEACHING, SUPERVISION, AND TEACHERS AND PARENTS. TEN APPENDIXES ARE INCLUDED--(1) THE LEGISLATURE RESOLUTION SETTING UP THE SURVEY, (2) A LIST OF BRIEFS PRESENTED TO THE ADVISORY BOARD, (3) REPORT OF THE COMMITTEE ON PRIMARY READING, (4) REPORT AND RECOMMENDATIONS ON VARIOUS METHODS OF TEACHING IN MANITOBA, (5) ELEMENTARY CURRICULUM SEMINAR REPORTS, (6) RESULTS OF THE MANITOBA READING STUDY QUESTIONNAIRE SURVEY, (7 AND 8) REPORTS ON THE "PHONETIC KEYS TO READING" EXPERIMENTS CONDUCTED BY THE WINNIPEG AND FORT GARRY SCHOOL DIVISIONS, (9) A PRIMARY LANGUAGE ARTS OUTLINE, AND (10) A BIBLIOGRAPHY OF 80 SOURCES FOR RECENT READING RESEARCH. (LS)

ED 011 816 RE 000 129

READING GROUP PLACEMENT--ITS INFLUENCE ON ENJOYMENT OF READING AND PERCEPTION OF SELF AS A READER.

BY- LASSWELL, ANNE
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASH., D. C.

PUB DATE 16 FEB 67

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *ABILITY GROUPING, *PRIMARY GRADES, *READING RESEARCH, *SELF CONCEPT, *STUDENT ATTITUDES, BEGINNING READING, CORVALLIS, GROUP READING, QUESTION ANSWER INTERVIEWS, READING LEVEL,

IN AN EFFORT TO CLARIFY THE QUESTION OF THE VALUE OF ABILITY GROUPING, THE POSSIBLE INFLUENCE OF LEVEL OF READING GROUP PLACEMENT ON PRIMARY STUDENTS ENJOYMENT OF READING AND SELF-PERCEPTION AS READERS WAS STUDIED IN THREE RANDOMLY-SELECTED FIRST-, SECOND-, AND THIRD-GRADE CLASSROOMS IN A CORVALLIS, OREGON, SCHOOL LOCATED IN A LOWER-MIDDLE TO UPPER-MIDDLE SOCIOECONOMIC AREA. STRUCTURED INDIVIDUAL INTERVIEWS WERE HELD WITH ALL PUPILS IN THE THREE CLASSES IN SEPTEMBER, 1966 (N=71) AND JANUARY, 1967 (N=64) TO DETERMINE (1) IF PRIMARY CHILDREN PERCEIVE THE LEVEL OF THEIR READING GROUP PLACEMENT, (2) IF ACCURACY OF PERCEPTION INCREASES AS CHILDREN ADVANCE THROUGH THE GRADES, (3) IF ACCURACY OF PERCEPTION OF PLACEMENT IS RELATED TO LEVEL, (4) IF CHILDREN IN HIGH READING GROUPS REPORT GREATER ENJOYMENT OF READING THAN CHILDREN IN LOW READING GROUPS, AND (5) IF CHILDREN WHO HAVE ACCURATELY PERCEIVED THEIR PLACEMENT LEVEL REPORT MORE ENJOYMENT OF READING THAN THOSE WHO OVER-ESTIMATE OR UNDER-ESTIMATE THEIR PLACEMENT. NO CLEAR-CUT EVIDENCE WAS FOUND TO SUPPORT EITHER PROPONENTS OR OPPONENTS OF ABILITY GROUPING AS THE METHOD OF ORGANIZING FOR PRIMARY GRADE READING INSTRUCTION, ALTHOUGH CERTAIN TRENDS IN ACCURACY OF PERCEPTION OF READING PLACEMENT WERE NOTED. TABLES AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (NEW YORK CITY, FEBURARY 18, 1967). (LS)

ED 011 817 RE 000 130

A FAILURE TO TEACH A SIGHT VOCABULARY BY VANISHING LITERAL PROMPTS.

BY- DUELL, ORPHA K. ANDERSON, RICHARD C.

PUB DATE 6 FEB 67

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *ASSOCIATIVE LEARNING, *BEGINNING READING, *READING RESEARCH, *VOCABULARY DEVELOPMENT, GRADE 1, KINDERGARTEN, PATTERNED RESPONSES, PERFORMANCE FACTORS, POSITIVE REINFORCEMENT, PRESCHOOL CHILDREN, PROMPTING, RESPONSE MODE, SIGHT VOCABULARY, STIMULUS BEHAVIOR, STIMULUS DEVICES, TASK PERFORMANCE, URBANA,

A STUDY BY TABER AND GLASER WHICH TAUGHT SIGHT VOCABULARY BY THE VANISHING LITERAL PROMPTS METHOD WAS REPLICATED IN AN EXPERIMENT WITH 14 PRESCHOOL, KINDERGARTEN, AND BEGINNING FIRST-GRADE CHILDREN. MATERIALS USED WERE EIGHT LOWER CASE COLOR WORDS PRINTED ON 3 BY 5 CARDS. AFTER PRETESTS TO IDENTIFY COLOR KNOWLEDGE AND CONFIRM LACK OF WORD KNOWLEDGE, EACH SUBJECT WAS INDIVIDUALLY GIVEN A TRAINING SEQUENCE OF NINE TRIALS BEGINNING WITH THE COLOR WORDS (CUES) ACCOMPANIED BY FOUR RADIATING LINES (PROMPTS) WHICH WERE THE COLOR NAMED BY THE WORD. THE COLOR PROMPTS WERE REDUCED IN EACH SUCCEEDING TRIAL UNTIL TRIAL NINE, WHEN THE WORD WAS PRESENTED ALONE. VERBAL REINFORCEMENTS WERE GIVEN BY THE EXPERIMENTER AFTER CORRECT RESPONSES BY THE SUBJECT. A POST-TEST WAS GIVEN TO DETERMINE IF THE SUBJECT HAD LEARNED THE WORD. TABOR AND GLASER'S FINDINGS WERE NOT CORROBORATED IN THE ANALYSIS OF RESULTS. IT WAS FOUND THAT THE DESIRED SHIFT IN STIMULUS CONTROL DID NOT TAKE PLACE. POSSIBLE REASONS FOR THE RESULTS ARE DISCUSSED. INDIVIDUAL TESTING SITUATIONS ARE EXPLAINED AND BEHAVIOR PATTERNS EXAMINED. TWO TABLES PRESENTING THE NINE-TRIAL VANISHING SCHEDULE AND A SUMMARY OF THE DATA FOR EACH SUBJECT ARE INCLUDED. REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (NEW YORK, FEBRUARY 1967). (LS)

ED 011 818 RE 000 131

PARENT TRAINING AND READING GAINS OF ELEMENTARY SCHOOL CHILDREN.

BY- DELLA-PIANA, GABRIEL AND OTHERS

REPORT NUMBER CRP-S-266 PUB DATE FEB 67
REPORT NUMBER BR-5-8069
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *PARENT PARTICIPATION, *PARENT SCHOOL RELATIONSHIP, *READING ACHIEVEMENT, *READING RESEARCH, ORAL READING, PARENT EDUCATION, PARENT WORKSHOPS, READING ABILITY, READING IMPROVEMENT, REMEDIAL READING PROGRAMS, RETARDED READERS, SILENT READING,

A SMALL SAMPLE PILOT PROJECT WHICH DEMONSTRATED A TREATMENT EFFECTIVENESS AND SUGGESTED FUTURE LINES FOR RESEARCH AND DEVELOPMENT OF PARENT TRAINING PROGRAMS IS DESCRIBED. THE MAJOR HYPOTHESIS TESTED WAS THAT PUPILS WHOSE PARENTS WERE INVOLVED IN A TRAINING PROGRAM WOULD SHOW GREATER REGRESSED GAINS IN READING SKILLS THAN PUPILS WITH PARENTS NOT IN TRAINING. IN LATE SPRING, AN INVITATIONAL LETTER WAS SENT TO PARENTS OF CHILDREN WHO WOULD BE IN THE

THIRD TO SIXTH GRADES IN TWO ELEMENTARY SCHOOLS AND WHOSE READING ABILITY WAS 1 OR MORE YEARS BELOW GRADE LEVEL. THERE WERE 13 EXPERIMENTALS AND 16 CONTROLS IN THE FINAL GROUP. THE CALIFORNIA READING TEST AND THE GILMORE ORAL READING TEST WERE ADMINISTERED TO THE PUPILS AS THE PRE- AND POST-TESTS. THE EXPERIMENTAL PARENT GROUP WAS TAKEN THROUGH THE PARENT-TRAINING PROGRAM. AFTER THE POST-TESTING OF ALL PUPILS IN READING, THE CONTROL GROUP PARENTS PARTICIPATED IN THE TRAINING PROGRAM. IN READING COMPREHENSION, THE CONTROL GROUP GAINS WERE GREATER THAN EXPERIMENTAL GROUP GAINS. THE PARENT TRAINING PROGRAM ACCOUNTED FOR 16 PERCENT OF VARIANCE IN ORAL READING ACCURACY AND FOR 25 PERCENT OF THE VARIANCE IN ORAL READING COMPREHENSION. TABLES AND SCATTER PLOTS ARE INCLUDED. THE TRAINING PROGRAM IS DESCRIBED IN THE FINAL REPORT. (BK)

ED 011 819 RE 000 132

OBSERVATIONS OF TEACHER-PUPIL VERBAL BEHAVIOR DURING CRITICAL READING LESSONS.

BY- KING, MARTHA AND OTHERS

THE OHIO STATE UNIV., COLUMBUS, COLL. OF EDUC.

REPORT NUMBER CRP-2612 PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *CRITICAL READING, *ELEMENTARY GRADES, *READING RESEARCH, *TEACHING PROCEDURES, *VERBAL COMMUNICATION, COLUMBUS, INTERACTION PROCESS ANALYSIS, MATERIAL DEVELOPMENT, QUESTIONING TECHNIQUES, STUDENT TEACHER RELATIONSHIP, TEACHER ROLE,

VERBAL INTERACTION BETWEEN TEACHERS AND PUPILS WHEN THEY ARE READING CRITICALLY IS REPORTED. SIX HUNDRED FIFTY-ONE CHILDREN AND 24 TEACHERS FROM SEVEN ELEMENTARY SCHOOLS IN COLUMBUS, OHIO, SERVED AS SUBJECTS DURING THE 9-MONTH INVESTIGATION. TWELVE CLASSES, TWO AT EACH OF THE SIX ELEMENTARY GRADE LEVELS, WERE GIVEN TRAINING IN CRITICAL READING WHILE 12 CLASSES WERE INSTRUCTED IN LITERATURE. TEACHER QUESTIONS AND STUDENT RESPONSES WERE THE MAIN FOCUS OF THE STUDY. AN INSTRUMENT WAS DEVISED FOR OBSERVING VERBAL BEHAVIOR. EIGHT CATEGORIES OF TEACHER QUESTIONS WERE INFLUENCED BY BLOOM'S APPROACH, AND FIVE PUPIL CATEGORIES, REPRESENTING LEVELS OF THOUGHT, WERE INFLUENCED BY GUILFORD'S STRUCTURE. TEACHERS WERE INFORMED OF FORTHCOMING CLASSROOM OBSERVATIONS WHICH TOTALED SIX IN NUMBER AND LASTED FOR 25 MINUTES. CHI-SQUARE WAS USED TO ANALYZE THE DATA. THE INCLUDED RESULTS INDICATED THAT--(1) THERE IS A DEFINITE RELATIONSHIP BETWEEN TEACHER QUESTIONS AND QUALITY OF PUPIL RESPONSES, (2) TEACHERS IMPROVED IN THEIR ABILITY TO ASK QUESTIONS, (3) TRAINING OF TEACHERS AND SPECIAL INSTRUCTIONAL MATERIALS INFLUENCED VERBAL BEHAVIOR, (4) LIMITED GRADE LEVEL TRENDS WERE DISCERNABLE IN TEACHERS QUESTIONS, AND (5) DEVELOPMENTAL TRENDS IN PUPIL RESPONSES WERE IDENTIFIABLE IN THE EXPERIMENTAL GROUP. TABLES AND THE OBSERVATION DIRECTIONS ARE INCLUDED. (BK)

ED 011 820 RE 000 133

IMPLICATIONS OF STRUCTURE IN LANGUAGE FOR THE TEACHING OF READING.

BY- BRIGGS, F. ALLEN

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *GRAMMAR, *LANGUAGE PATTERNS, *LINGUISTICS, *READING INSTRUCTION, LINGUISTIC THEORY, PHONETICS, PHONICS, READING DEVELOPMENT, RHETORIC, SAINT PETERSBURG, SPELLING, STRUCTURAL ANALYSIS, SYNTAX, TRANSFORMATION THEORY (LANGUAGE), WRITING,

THE USEFULNESS OF MODERN GRAMMAR, PARTICULARLY OF KNOWLEDGE OF LANGUAGE PATTERNS, IN FACILITATING READING EFFICIENCY IS CONSIDERED IN A DISCUSSION OF THE IMPLICATIONS OF STRUCTURE IN LANGUAGE FOR THE TEACHING OF READING. THE FOLLOWING TOPICS ARE DISCUSSED--(1) THE DUAL CONCEPT OF MEANING, (2) THE FOUR STAGES OF LANGUAGE STRUCTURE (SOUNDS, PHONETICS AND SPELLING, SYNTAX OR GRAMMAR AND RHETORIC OR COMPOSITION), (3) PHONICS AND THE SOUND-MEANING APPROACH, (4) STRUCTURAL ANALYSIS AND VOCABULARY, (5) AWARENESS OF STRUCTURE AND READING EASE, (6) MODERN WRITING VS. CLASSICAL RHETORIC, (7) TRADITIONAL GRAMMAR VS. TRANSFORMATIONAL OR GENERATIVE GRAMMAR, AND (8) LINGUISTIC CONCEPTS. SOURCES FOR LINGUISTIC THEORY AS APPLIED TO READING AND LINGUISTICALLY BASED MATERIALS FOR CLASSROOM USE ARE GIVEN. A FOUR-PAGE SUMMARY OF MODERN GRAMMAR IN OUTLINE FORM IS INCLUDED. THIS PAPER WAS TO BE PRESENTED AT THE NATIONAL READING CONFERENCE (SAINT PETERSBURG, DECEMBER 3, 1966). (LS)

ED 011 821 RE 000 136

BASIC LITERACY PROGRAMS FOR ADULTS--A NATIONAL SURVEY.

BY- OTTO, WAYNE FORD, DAVID

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ADULT EDUCATION PROGRAMS, *LITERACY, *NATIONAL SURVEYS, *READING PROGRAMS, ADULT STUDENTS, ENROLLMENT TRENDS, FEDERAL AID, ILLITERATE ADULTS, INSTRUCTIONAL MATERIALS, QUESTIONNAIRES, READING LEVEL, SAINT PETERSBURG, STUDENT CHARACTERISTICS,

BASIC EDUCATION PROGRAMS FOR ADULTS IN 36 STATES WERE SURVEYED IN THE SPRING OF 1966 TO OBTAIN INFORMATION ABOUT LOCATION, LENGTH OF TIME OF OPERATION, PRIOR EDUCATION AND SEX OF ENROLLEES, LEVEL OF INSTRUCTION PROVIDED, TOTAL ENROLLMENT, AND MATERIALS USED. DATA FROM A TWO-PAGE QUESTIONNAIRE COMPLETED BY THE DIRECTORS OF 367 LOCAL PROGRAMS (A 71 PERCENT RETURN) WERE ANALYZED ACCORDING TO THE AGE OF PROGRAMS TO DETERMINE IF OLDER PROGRAMS, ESTABLISHED BEFORE THE TITLE IIB FUNDS WERE AVAILABLE, HAD CHARACTERISTICS WHICH DIFFERED FROM THE MORE RECENTLY DEVELOPED PROGRAMS. RESULTS OF THE DATA, PRESENTED IN TABULAR FORM, ARE DISCUSSED AND INTERPRETED, AND TRENDS ARE NOTED. ADDITIONAL STUDY OF THE FOLLOWING IS RECOMMENDED--THE GROWTH RATE OF NEWLY ESTABLISHED PROGRAMS, THE TREND TOWARD MORE MEN IN THE LITERACY PROGRAMS, THE LACK OF INSTRUCTION FOR ILLITERATES OFFERED IN THE VARIOUS PROGRAMS, AND THE TEACHER KNOWLEDGE AND USE OF MATERIALS PRIMARILY DESIGNED FOR ADULTS. FIVE TABLES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (SAINT PETERSBURG, DECEMBER 1-3, 1966). (LS)

ED 011 822 RE 000 137

SOME FACTORS TO BE CONSIDERED IN CONDUCTING A COLLEGE-ADULT READING PROGRAM.

BY- CARTER, HOMER L. J. MCGINNIS, DOROTHY J.

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADULT STUDENTS, *COLLEGE STUDENTS, *DEVELOPMENTAL READING, *READING PROGRAMS, *TEACHING GUIDES, EDUCATIONAL OBJECTIVES, KALAMAZOO, READING ABILITY, READING PROCESSES, STUDENT EVALUATION, TEACHER ROLE, TEACHING TECHNIQUES, WESTERN MICHIGAN UNIVERSITY,

FACTORS CONSIDERED CRUCIAL IN CONDUCTING A COLLEGE-ADULT READING PROGRAM BY THE WESTERN MICHIGAN UNIVERSITY READING STAFF ARE PRESENTED AS A GUIDE FOR THE ESTABLISHMENT OF NEW READING PROGRAMS ON THIS LEVEL. EIGHT PRINCIPLES DERIVED FROM EXPERIENCE WITH THE 22-YEAR-OLD WESTERN MICHIGAN READING PROGRAM CONCERNING TEACHER ROLE, A STUDENT'S UNDERSTANDING OF HIS READING ABILITY, STUDENT RESPONSIBILITY FOR READING IMPROVEMENT, SETTING UP READING OBJECTIVES, PHYSICAL, PSYCHOLOGICAL, AND ENVIRONMENTAL FACTORS WHICH MAY AFFECT READING, SEQUENTIAL AND MEANINGFUL READING TRAINING, INSTRUCTIONAL PROCEDURES, AND A STUDENT'S EVALUATION OF HIS READING ACHIEVEMENT ARE DISCUSSED. HEAVY EMPHASIS IS PLACED ON THE IMPORTANCE OF ADAPTING THE PROGRAM TO EACH INDIVIDUAL. A BRIEF HISTORY OF THE WESTERN MICHIGAN PROGRAM REVEALS THE CHANGES WHICH HAVE TAKEN PLACE FROM 1944 TO 1966. REFERENCES ARE GIVEN. (LS)

ED 011 823 RE 000 138

A READING PROGRAM AS AN ESSENTIAL PART OF A STANDARD TWO-SEMESTER FRESHMAN ENGLISH COURSE.
BY- NORRIS, JOHN M., JR.

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *COLLEGES, *ENGLISH CURRICULUM, *READING, *RHETORIC, *UNIVERSITIES, COMPOSITION (LITERARY), COURSE ORGANIZATION, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL RESEARCH, INSTRUCTIONAL MATERIALS, LAKE CHARLES, LITERATURE, LOUISIANA, SEQUENTIAL PROGRAMS, TEACHER ROLE, TEACHING METHODS,

THE IMPORTANCE OF THE ROLE OF READING IN A STANDARD TWO-SEMESTER FRESHMAN ENGLISH COURSE IS EMPHASIZED IN A DISCUSSION OF THE BASIC CONCEPTS, PURPOSES, ORGANIZATION, RESEARCH, AND METHODOLOGY OF THE COLLEGE FRESHMAN ENGLISH PROGRAM. INCLUDED IN THE DISCUSSION ARE AN EXAMINATION OF WHAT ENTERING FRESHMEN SHOULD KNOW TO SUCCEED IN COLLEGE ENGLISH, A DESCRIPTION OF TEACHER ROLE, SOME CRITICISMS OF COURSES CURRENTLY OFFERED IN MANY COLLEGES AND UNIVERSITIES, AND SOME RECOMMENDATIONS FOR COURSE CONTENT, SEQUENCE, METHODS, AND MATERIALS IN ORDER TO MORE EFFECTIVELY COMBINE RHETORIC AND READING INTO A GOOD FRESHMAN PROGRAM. PERTINENT FINDINGS FROM THE PROJECT ENGLISH STUDIES ARE REPORTED. REFERENCES ARE GIVEN. (LS)

ED 011 824 RE 000 139

A DESCRIPTION OF THE LINCOLN JUNIOR COLLEGE READING PROGRAM, JUNIOR COLLEGE READING PROGRAMS IN ILLINOIS.
BY- WADE, LORETTA

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *JUNIOR COLLEGES, *READING PROGRAMS, *READING RESEARCH, ILLINOIS, LINCOLN, QUESTIONNAIRES, READING IMPROVEMENT, READING INSTRUCTION, READING MATERIALS, STUDENT CHARACTERISTICS, TEACHER EDUCATION,

A DESCRIPTION OF EXISTING READING PROGRAMS IN JUNIOR COLLEGES IN ILLINOIS INCLUDING LINCOLN JUNIOR COLLEGE IS REPORTED. A QUESTIONNAIRE WAS SENT TO THE DEANS OF 37 JUNIOR COLLEGES, OF WHICH 33 RESPONDED. NINETEEN JUNIOR COLLEGES HAD AT LEAST ONE READING PROGRAM ON CAMPUS, 13 DID NOT, AND ONE OFFERED A COMPANY SPECIALIST SERVICE. IN MOST INSTANCES, THE READING PROGRAM WAS OPERATED BY THE ENGLISH DEPARTMENT. THE EDUCATION OF THE TEACHING STAFF, STATUS OF ENROLLED STUDENTS, TYPE OF READING PROGRAM, MATERIALS, NAMES OF PROGRAMS, AND PROCEDURE FOR RECORDING ENROLLMENT ARE INCLUDED. THE LINCOLN JUNIOR COLLEGE STUDENTS WERE CHARACTERIZED BY GOALS AND TYPE OF HOME COMMUNITY. OBJECTIVES OF THE PROGRAM AND THE READING COURSES OFFERED ARE INCLUDED. THE TEST USED, STUDENTS ENROLLED, AND PROCEDURES ARE DESCRIBED. ONE REFERENCE AND A LIST OF MATERIALS ARE INCLUDED. (BK)

ED 011 825 RE 000 140

FLAWS IN RESEARCH DESIGN.
BY- GUNDERSON, DORIS V.

PUB DATE 2 DEC 66

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH PROBLEMS, *RESEARCH PROPOSALS, *RESEARCH SKILLS, OBJECTIVES, RESEARCH REVIEW, STATISTICAL ANALYSIS, THEORIES,

SOME COMMON FLAWS IN EDUCATIONAL RESEARCH DESIGN WERE ANALYZED ON THE BASIS OF A STUDY BY DR. GERALD SMITH OF 1,091 UNSUCCESSFUL RESEARCH PROPOSALS. THE FOLLOWING INADEQUACIES ARE DISCUSSED-- (1) THE LACK OF SPECIFICITY IN EVERY ASPECT OF THE RESEARCH DESIGN, (2) THE NON-DELIMITED PROBLEM, (3) THE LACK OF THEORETICAL FRAMEWORK FROM WHICH TO APPROACH THE PROBLEM, (4) THE LACK OF SIGNIFICANCE (USUALLY OVER-SIMPLIFICATION OF A COMPLEX PROBLEM), (5) THE FAILURE TO EXAMINE THOROUGHLY AND CRITICALLY PREVIOUS RESEARCH IN THE AREA, (6) THE PROVINCIALISM IN THE REVIEW OF RESEARCH (LIMITED SCOPE, GEOGRAPHY, SUBSTANCE, AND METHOD), (7) THE FAILURE TO INCLUDE REVIEW OF RELATED RESEARCH IN THE PROPOSAL, (8) THE FAILURE TO INCLUDE OBJECTIVES, HYPOTHESES, AND QUESTIONS OR INCLUSION OF BROAD OR VAGUE STATEMENTS OF OBJECTIVES, (9) INADEQUACIES IN SAMPLING (INCOMPLETENESS, LACK OF CLARITY IN SAMPLING PLAN, LACK OF WELL-DEFINED POPULATION), (10) THE FAILURE TO DESCRIBE TECHNIQUES AND INSTRUMENTS TO BE USED IN THE RESEARCH, (11) INCOMPLETE DESCRIPTION OF THE STATISTICAL TREATMENT OF THE DATA, (12) THE USE OF UNSCIENTIFIC LANGUAGE OR OVERUSE OF TECHNICAL OR PSEUDO-TECHNICAL LANGUAGE, AND (13) NO CONTROL FOR THE HAWTHORNE EFFECT. TEN CONCLUSIONS DRAWN FROM THE ANALYSIS OF RESEARCH-DESIGN INADEQUACIES CONCERNING THE AREA OF EDUCATIONAL RESEARCH ARE LISTED. THIS PAPER WAS PRESENTED TO THE NATIONAL READING CONFERENCE (SAINT PETERSBURG, DECEMBER 2, 1966). (LS)

ED 011 826 RE 000 141

PREPARATION OF TEXTBOOKS IN THE MOTHER TONGUE, A GUIDE FOR THOSE WHO WRITE AND THOSE WHO EVALUATE TEXTBOOKS IN ANY LANGUAGE.
BY- MCCULLOUGH, CONSTANCE M.
NATIONAL INST. OF EDUCATION, NEW DELHI, INDIA

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ELEMENTARY GRADES, *GUIDELINES, *READING MATERIALS, *TEXTBOOK PREPARATION, *TEXTBOOK RESEARCH, HINDI, NEW DELHI, TEXTBOOK CONTENT, TEXTBOOK EVALUATION, TEXTBOOK STANDARDS,

A READING PROJECT WAS INITIATED BY THE NATIONAL INSTITUTE OF EDUCATION IN INDIA TO (1) PRODUCE TEXTBOOKS AND WORKBOOKS, FIELD TEST THE BOOKS, AND TRAIN TEACHERS TO USE THEM, (2) PRODUCE TEACHERS MANUALS, (3) CONSTRUCT FIRST-GRADE TESTS, (4) CONSTRUCT ACHIEVEMENT TESTS, AND (5) PRODUCE THESE BOOKS IN HINDI. THE ENSUING GUIDE FOR THOSE WHO WRITE AND EVALUATE TEXTBOOKS IN ANY LANGUAGE IS DIVIDED INTO 14 SECTIONS. THE SECTIONS INCLUDE DISCUSSIONS OF THE FOLLOWING TOPICS--THE DEVELOPMENT OF LANGUAGE TEXTS, DEVELOPMENT OF A SPECIFIC BOOK, RESEARCH IN THE PREPARATION OF LANGUAGE TEXTS, APPROACHES TO TEACHING READING, CONTROLLED VOCABULARY, PROPOSED STATISTICS, RATIO OF NEW TO RUNNING WORDS, PROBLEMS IN CHOOSING CONTENT, PLANNING CONTENT, STORIES FOR A SERIES, MEANING DIMENSIONS, THOUGHT PATTERNS IN EXPOSITORY WRITING, BASES FOR EVALUATION, AND THE TEXT AS AN INSTRUMENT OF CHANGE. A FORM FOR THE REVIEW OF CHILDREN'S BOOKS AND AN INDEX IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE NATIONAL INSTITUTE OF EDUCATION, NEW DELHI, 1965, 126 PAGES. (BK)

ED 011 827 RE 000 142

THE ART OF QUESTIONING IN READING.
LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER IB-EC-117 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.72 16P.

DESCRIPTORS- *QUESTIONING TECHNIQUES, *READING INSTRUCTION, *TEACHING GUIDES, *TEACHING PROCEDURES, *TEACHING TECHNIQUES, TEACHER ROLE,

AN INSTRUCTIONAL BULLETIN FOR WORKSHOP USE TO ASSIST TEACHERS IN DEVELOPING THOUGHT-PROVOKING QUESTIONS IS PRESENTED. DERIVED FROM BLOOM'S "TAXONOMY OF EDUCATIONAL OBJECTIVES" AND "CLASSROOM QUESTIONS--WHAT KIND," THE PUBLICATION ILLUSTRATES THE POSSIBLE USE OF A TAXONOMY OF QUESTIONS IN THE CLASSROOM. FOUR SAMPLE LESSONS ILLUSTRATE EXAMPLES OF QUESTIONS ON THE ADULT LEVEL, THE PRIMER LEVEL, AND ON THE SECOND- AND SIXTH-GRADE LEVELS WHICH MAY BE USED DURING THE INITIAL READING OF MATERIAL, THE DIRECTED REREADING, OR IN THE FOLLOW-UP PERIOD. THE LESSONS INTRODUCE QUESTIONS IN A SEQUENTIAL ORDER OF DIFFICULTY. ANTICIPATED PUPIL RESPONSES ARE GIVEN. REFERENCES ARE INCLUDED. (BK)

ED 011 828 RE 000 143

A STATE-WIDE STUDY OF READING PROGRAMS, A RESEARCH REPORT.
BY- MCGUIRE, MARION L.
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE
PUB DATE MAR 67
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *GRADE 4, *PROGRAM EFFECTIVENESS, *READING ACHIEVEMENT, *READING PROGRAMS, *READING RESEARCH, COMPARATIVE ANALYSIS, EDUCATIONAL POLICY, ENVIRONMENTAL INFLUENCES, INSTRUCTIONAL IMPROVEMENT, PRIMARY GRADES, PROVIDENCE, QUESTIONNAIRES, READING INSTRUCTION, READING MATERIALS, SURVEYS, TEACHING METHODS,

THE FOURTH-GRADE READING PROGRAMS IN 203 PUBLIC, PAROCHIAL, AND PRIVATE RHODE ISLAND SCHOOLS WERE SURVEYED TO IDENTIFY THE POLICIES, PROGRAMS, MATERIALS, PERSONNEL, AND ENVIRONMENTAL FACTORS THAT AFFECT PRIMARY GRADE READING INSTRUCTION. STATE-TESTING-PROGRAM SCORES WERE USED TO COMPARE THE EFFECTIVENESS OF 20 READING TREATMENTS. A QUESTIONNAIRE WAS DISTRIBUTED IN MARCH 1966 TO GATHER INFORMATION ABOUT (1) THE PRIMARY-GRADE READING PROGRAMS OF THE 1965-66 FOURTH-GRADE CLASSES, (2) CURRENT PRACTICES IN THE ELEMENTARY SCHOOL READING PROGRAM, AND (3) THE EDUCATIONAL AND PROFESSIONAL NEEDS OF TEACHERS WHO TEACH READING AT THE ELEMENTARY LEVEL. DATA FROM THE QUESTIONNAIRE WERE USED WITH STATE-TESTING- PROGRAM SCORES ON THE CALIFORNIA MENTAL MATURITY TEST, THE CALIFORNIA ELEMENTARY ACHIEVEMENT TEST BATTERY, AND THE SCHOLASTIC TEST SERVICE WORK-STUDY SKILLS TEST TO COMPARE GROUPS ON THE BASIS OF KINDERGARTEN EXPERIENCE, KINDERGARTEN AND/OR GRADE 1 ENTRANCE AGE, READINESS ACTIVITIES, BASIC READING APPROACH, TEACHER-PUPIL RELATIONSHIP, ORGANIZATION FOR READING, MATERIALS FOR BASIC INSTRUCTION, BASAL READERS, SUPPLEMENTARY MATERIALS, CONSULTANT ASSISTANCE, INDIVIDUAL HELP, CENTRAL LIBRARY, NUMBER OF BOOKS PER CHILD, CLASSROOM LIBRARY, CLASS SIZE, SOCIOECONOMIC LEVEL OF COMMUNITY, EDUCATIONAL-CULTURAL BACKGROUND, AND LANGUAGE BACKGROUND. AN EXAMPLE OF THE QUESTIONNAIRE, TABLES, AND A GLOSSARY ARE INCLUDED. (LS)

ED 011 829 RE 000 144

TOMORROW'S READING INSTRUCTION--PARADOX AND PROMISE.
BY- SMITH, NILA BANTON
PUB DATE MAY 67
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *EDUCATIONAL CHANGE, *EDUCATIONAL TRENDS, *READING INSTRUCTION, *SOCIAL CHANGE, *TECHNOLOGICAL ADVANCEMENT, BUSINESS RESPONSIBILITY, COMPUTER ASSISTED INSTRUCTION, GROUPING (INSTRUCTIONAL PURPOSES), INSTRUCTIONAL MATERIALS, NATIONAL PROGRAMS, SCHOOL ARCHITECTURE, TEACHER ROLE, TEACHING METHODS, TESTING,

THE PARADOXES AND PROMISES OF TOMORROWS READING INSTRUCTION ARE PROJECTED AND ANALYZED. CURRENT AND FUTURE DEVELOPMENTS IN THE AREAS OF TRANSPORTATION, COMMUNICATION, CHEMISTRY, PSYCHOLOGY, AND MEDICINE ARE DISCUSSED IN LIGHT OF THE IMPACT THESE INNOVATIONS WILL MAKE ON SOCIETY. THE CHANGES IN EDUCATION IN GENERAL AND IN THE TEACHING OF READING IN PARTICULAR WHICH MIGHT RESULT FROM THESE NEW DEVELOPMENTS ARE DISCUSSED AS THEY MIGHT AFFECT SCHOOL ARCHITECTURE, INSTRUCTIONAL ORGANIZATION, NEW METHODS AND MATERIALS, AND TEACHING READING TO DIFFERENT AGE GROUPS. LAST, THE IMPACT OF THE TREND TOWARD NATIONALIZED, FACTUALIZED, COMPUTERIZED INSTRUCTION IS EXPLORED IN A DISCUSSION OF THE PROS AND CONS OF NATIONAL TESTING, THE EFFECTS OF THE TECHNOLOGICAL REVOLUTION ON READING INSTRUCTION, THE INFLUENCE OF BIG BUSINESS ON EDUCATION, AND THE ROLE OF THE READING TEACHER IN A MACHINE-ORIENTED SOCIETY REFERENCES ARE GIVEN. (LS)

ED 011 830 RE 000 145

FIVE DECADES OF REMEDIAL READING.
BY- HARRIS, ALBERT J.
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION
PUB DATE MAY 67

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *DIAGNOSTIC TESTS (EDUCATION), *EDUCATIONAL THEORIES, *HISTORICAL REVIEWS, *READING DIFFICULTY, *REMEDIAL READING, LANGUAGE HANDICAPS, NEW YORK CITY, READING CLINICS, READING DIAGNOSIS, TEXTBOOKS,

A HISTORICAL OVERVIEW OF 50 YEARS OF REMEDIAL READING IS CATEGORIZED AND DISCUSSED. THE DECADE DIVISIONS ARE 1916-25, 1926-35, 1936-45, 1946-55, AND 1956-65. THE FIRST DECADE WAS CHARACTERIZED BY JOURNAL ARTICLES AND THE PUBLICATION OF SEVERAL BOOKS. DURING THE SECOND DECADE BATTERIES OF TESTS WERE STANDARDIZED FOR DIAGNOSING READING DIFFICULTIES. IT WAS AT THIS TIME THAT READING CLINICS WERE FOUNDED. IN THE THIRD DECADE, THE INTERNATIONAL READING ASSOCIATION CAME INTO EXISTENCE, THE ORTON SOCIETY WAS FOUNDED, AND COLLEGES BEGAN TO ORGANIZE READING CLINICS. DURING THE DECADE 1956-65, THERE WAS A SHIFT IN THEORY FROM PSYCHODYNAMICS TOWARD PHYSIOLOGICAL, NEUROLOGICAL, AND CONSTITUTIONAL FACTORS. A 62-ITEM BIBLIOGRAPHY IS INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 3-8, 1967). (BK)

ED 011 831 RE 000 146

A POSITION PAPER ON THE TEACHING OF READING, DEVELOPMENTAL AND CORRECTIVE.

By- HODDER, VELMA AND OTHERS

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

PUB DATE DEC 65

EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *DEVELOPMENTAL READING, *ELEMENTARY GRADES, *READING PROGRAMS, *REMEDIAL READING, *SECONDARY SCHOOLS, CORRECTIVE READING, CURRICULUM GUIDES, LINCOLN, READING DIFFICULTY, READING INSTRUCTION, READING MATERIALS, READING READINESS, READING TESTS, STAFF ROLE, STUDENT EVALUATION, TEACHING GUIDES,

THE BASIC DEVELOPMENTAL READING PROGRAM IS REVIEWED AS A FOUNDATION FOR SOUND REMEDIAL OR CORRECTIVE PROGRAMS IN A GUIDE FOR THE IMPROVEMENT OF ELEMENTARY AND SECONDARY READING IN NEBRASKA SCHOOLS. THE PRESENTATION IS DEVELOPED AROUND FOUR TOPICS--(1) DEVELOPMENTAL READING (CHILDREN'S GROWTH CHARACTERISTICS AND NEEDS, INSTRUCTIONAL READING LEVEL, READINESS, THE ROLE OF THE KINDERGARTEN, GROUPING, TEACHING A BASIC READING SELECTION, SUGGESTIONS FOR PROGRAM IMPROVEMENT, AND CONTINUOUS EVALUATION), (2) THE EDUCATIONAL, PHYSICAL, EMOTIONAL, LINGUISTIC, AND OTHER CAUSES OF READING DISABILITIES, (3) THE ESTABLISHMENT OF A CORRECTIVE READING PROGRAM (SELECTION OF PERSONNEL AND STUDENTS FOR SPECIAL CLASSES DIAGNOSTIC MATERIALS AND PROCEDURES, ORGANIZATION OF PROGRAM, SELECTION OF MATERIALS, METHODS, ARRANGEMENT OF READING CENTER, EVALUATION OF READING PROGRESS, AND ROLES OF TEACHERS, ADMINISTRATORS, SPECIAL READING TEACHERS, PUPILS, AND PARENTS), AND (4) THE CHALLENGE OF A GOOD READING PROGRAM. INCLUDED IN THE APPENDIXES ARE A PARTIAL LISTING OF BOOKS, WORKBOOKS, GAMES, MAGAZINES, KITS, AND AUDIOVISUAL MATERIALS AND EQUIPMENT FOR RETARDED READERS, AN EXAMPLE OF SKILLS TAUGHT IN A SECOND READER (SECOND LEVEL), AND A BIBLIOGRAPHY OF SELECTED REFERENCES FOR A PROFESSIONAL READING SHELF. (LS)

ED 011 832 RE 000 147

THE NATURE AND FUNCTIONS OF I.T.A. IN BEGINNING READING.

By- TANYZER, HAROLD J.

PUB DATE MAY 67

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *BEGINNING READING, *INITIAL TEACHING ALPHABET, *INSTRUCTIONAL MATERIALS, *READING PROGRAMS, ORTHOGRAPHIC SYMBOLS, READING INSTRUCTION, READING SKILLS, SPELLING,

THE NATURE, FUNCTIONS, AND TRANSITIONAL STAGE OF THE INITIAL TEACHING ALPHABET (I.T.A.) IN BEGINNING READING IN THE UNITED STATES ARE DISCUSSED. THE MEDIUM, I.T.A., WAS ORIGINALLY CONCEIVED AS A TRANSITIONAL ALPHABET, OF WHICH SPELLING IS AN INTEGRAL PART. THE MEDIUM IS DESIGNED TO RATIONALIZE THE DECODING PROCESS AND AT THE SAME TIME PROVIDE A FOUNDATION FOR EASY TRANSITION TO TRADITIONAL ORTHOGRAPHY (T.O.). METHODS FOR USING I.T.A. IN TEACHING READING ARE THE SAME AS THOSE USED WITH T.O. IN DEVELOPING MATERIALS. OPTIONS ARE TO TRANSLATE EXISTENT T.O., TO PRODUCE NEW MATERIALS, OR TO DEVELOP MATERIALS ATTEMPTING TO UTILIZE THE ADVANTAGES OF THE NEW MEDIUM. THE NEW MATERIALS DEVISED BY TANYZER AND MAZURKIEWICZ CONTAIN DISCRETE FEATURES WHICH DIFFERENTIATE THEM FROM TYPICAL BASAL READERS. INITIAL READING AND WRITING ACTIVITIES, DEVELOPING AND EXTENDING SKILLS, AND TRANSITION IN READING, WRITING, AND SPELLING ARE DISCUSSED. REFERENCES ARE INCLUDED. (BK)

ED 011 833 RE 000 148

HELPING CHILDREN TURN TO READING FOR INFORMATION AND ENJOYMENT.

By- HUUS, HELEN

PUB DATE MAY 67

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ELEMENTARY GRADES, *FACTUAL READING, *LITERATURE APPRECIATION, *READING MATERIALS, *RECREATIONAL READING, ENRICHMENT ACTIVITIES, INDEPENDENT READING, LIBRARY MATERIALS, READING DEVELOPMENT, READING INTERESTS, READING LEVEL, STORY READING, TEACHER ROLE,

SOME WAYS CHILDREN CAN TURN TO READING FOR INFORMATION AND ENJOYMENT ARE DISCUSSED UNDER THE FOLLOWING SEVEN HEADINGS--TEACH CHILDREN TO READ EASILY AND WELL, MAKE BOOKS AVAILABLE ON MANY LEVELS AND TOPICS, PROMOTE BOOKS ACTIVELY, READ TO CHILDREN EVERYDAY, HAVE CHILDREN SHARE THEIR READING, LET CHILDREN FILL IN A READING DESIGN, AND READ YOURSELF. EXAMPLES OF ACTIVITIES ARE INCLUDED. SUGGESTED BOOK TITLES AND REFERENCES ARE PROVIDED. (BK)

ED 011 834 SE 000 033

CORE STUDIES FOR UNDERGRADUATE MAJORS-A CONFERENCE REPORT.

By- HALL, THOMAS AND OTHERS

PUB DATE 64

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *BIOLOGY, *COLLEGE SCIENCE, *CORE COURSES, *COURSE CONTENT, *CURRICULUM DEVELOPMENT, BERKELEY, CONFERENCES, ST. LOUIS, TEACHER EDUCATION,

THE RESULTS OF TWO CONFERENCES THAT CONSIDERED A COMMON CORE OF LEARNINGS FOR COLLEGE UNDERGRADUATE BIOLOGY MAJORS

ARE REPORTED. AT THE FIRST CONFERENCE DURING FEBRUARY 1964, EIGHT UNIVERSITIES WERE REPRESENTED. IT IS REPORTED THAT ALL INSTITUTIONS HAVE INAUGURATED CORE PROGRAMS WHICH ATTEMPT TO TREAT THE WHOLE SPAN OF BIOLOGY FOR BEGINNING STUDENTS. THE CONTENT OF THEIR CORE PROGRAMS IS BRIEFLY DESCRIBED. AT THE SECOND CONFERENCE HELD IN MAY 1964, REPRESENTATIVES OF APPROXIMATELY 50 COLLEGES AND UNIVERSITIES DISCUSSED THE SAME TOPIC. THE PARTICIPANTS REPRESENTED PRIVATE AND STATE UNIVERSITIES AND COLLEGES THAT VARIED IN SIZE AND TYPE OF PROGRAM. THE CORE IS FAVORED BY THESE GROUPS ALSO. NOT ALL PARTICIPANTS REPORTED HAVING CORE PROGRAMS IN OPERATION BUT ALL FAVORED SUCH A PROGRAM. CONTENT AREAS RECOMMENDED FOR THE CORE ARE LISTED. THIS DOCUMENT ALSO CONTAINS A NUMBER OF GENERAL CONCLUSIONS THAT RELATE TO THE DESIRABILITY OF CHEMISTRY, PHYSICS, AND MATHEMATICS FOR BIOLOGY STUDENTS AND THE DESIRABLE DURATION OF A CORE PROGRAM. THIS ARTICLE IS REPRINTED FROM "BIOSCIENCE," VOLUME 14, NUMBER 8, AUGUST 1964. (RS)

ED 011 835 SE 000 066

RESEARCH IN THE TEACHING OF SCIENCE JULY 1957 TO JULY 1959.
BY- OBOURN, ELLSWORTH S. AND OTHERS
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER BULL-1962-NO-3 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, CURRICULUM, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, LEARNING, NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING, RESEARCH REVIEWS, SCIENCE EQUIPMENT, SCIENCE FACILITIES, TEACHER EDUCATION,

RESEARCH STUDIES RELATED TO TEACHING AND LEARNING SCIENCE AT THE ELEMENTARY, SECONDARY, AND COLLEGE LEVELS ARE REVIEWED. STUDIES REPORTED WERE COMPLETED BETWEEN JULY 1957 AND JULY 1959. A GENERAL SUMMARY OF SIMILAR STUDIES ON EACH OF THESE THREE LEVELS IS PRESENTED. SELECTED ABSTRACTS ARE INCLUDED AND CONSIST OF A STATEMENT OF THE PROBLEM, AN EXPLANATION OF THE RESEARCH PROCEDURES, AND A SUMMARY OF FINDINGS. SUGGESTIONS FOR THE IMPROVEMENT OF THE QUALITY OF RESEARCH IN SCIENCE EDUCATION ARE MADE. THIS DOCUMENT IS AVAILABLE AS FS-5-229--29000-59 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.35. (AG)

ED 011 836 SE 000 067

RESEARCH STUDIES IN COLLEGE SCIENCE FROM JULY 1963 TO JULY 1964.
BY- LEE, ADDISON E. AND OTHERS
TEXAS UNIV., AUSTIN, SCIENCE EDUCATION CENTER
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUM, *TEACHER EDUCATION, AUSTIN, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL RESEARCH DESIGN, EVALUATION, LEARNING, LEARNING THEORIES, SCIENCE EQUIPMENT, SCIENCE FACILITIES, TEACHING METHODS,

THE FINDINGS AND CHARACTERISTICS OF RESEARCH IN COLLEGE SCIENCE TEACHING COMPLETED FROM JULY 1963 TO JULY 1964 ARE ANALYZED IN THIS PAPER. THE STUDIES ANALYZED ARE GROUPED INTO NINE CATEGORIES--(1) PHILOSOPHY AND OBJECTIVES, (2) PUBLIC POLICY, (3) CURRICULUM, (4) LEARNING, (5) TEACHING METHODS, (6) FACILITIES AND EQUIPMENT, (7) TEACHER EDUCATION, (8) EVALUATION AND RESEARCH DESIGN, AND (9) SUPERVISION. AN ANALYTICAL SUMMARY IS INCLUDED FOR EACH CATEGORY EXCEPT "SUPERVISION AND ADMINISTRATION" FOR WHICH NO COMPLETED RESEARCH WAS RECEIVED. A BIBLIOGRAPHY OF THE 59 RESEARCH REPORTS USED BY THE AUTHORS IS INCLUDED. THE AUTHORS OBSERVE THAT 38 OF 59 RESEARCH STUDIES WERE DOCTORAL THESES OR DISSERTATIONS. OVER ONE-HALF DEALT WITH TEACHING METHODS AND ALMOST EXCLUSIVELY IN FRESHMAN COURSES. MUCH STUDY OF "NEW" AND "TRADITIONAL" COURSES IS CITED. LEARNING, FACILITIES, AND EQUIPMENT ARE NOTED AS RECEIVING MORE RESEARCH SCRUTINY THAN IN THE PAST. MANY STUDIES, THE AUTHORS STATE, SUFFERED FROM FAULTY DESIGN. (RS)

ED 011 837 SE 000 422

SOME STATISTICS OF U.S. SECONDARY SCHOOLS, 1964-1965.
BY- NSTA STAFF
PUB DATE SEP 65
EDRS PRICE MF-$0.09 HC-$0.20 5P.

DESCRIPTORS- *SCHOOL ORGANIZATION, *SCIENCE EDUCATION, *SECONDARY SCHOOLS, *TEACHER CHARACTERISTICS, *TEACHER PLACEMENT, MATHEMATICS EDUCATION, NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, NATIONAL SCIENCE FOUNDATION, NATIONAL SCIENCE TEACHERS ASSOCIATION, PRIVATE SCHOOLS, PUBLIC SCHOOLS, SECONDARY SCHOOL SCIENCE, STUDENT ENROLLMENT, TEACHING LOAD,

PRESENTED IS STATISTICAL INFORMATION ABOUT UNITED STATES SECONDARY SCHOOLS AND THE TEACHERS WHO COMPRISED THE SCIENCE AND MATHEMATICS FACULTIES OF THESE SCHOOLS DURING 1964-65. DATA INCLUDE ANALYSES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCORDING TO GRADES AND TOTAL SCHOOL ENROLLMENT. SCIENCE AND MATHEMATICS TEACHERS ARE ANALYZED ON THE BASES OF SEX, TEACHING LOAD, AND TYPE OF SCHOOLS IN WHICH THEY TAUGHT. THIS ARTICLE IS PUBLISHED IN "THE SCIENCE TEACHER," VOLUME 32, NUMBER 6, SEPTEMBER 1965. (AG)

ED 011 838 SE 000 481

CATALOG OF EDUCATIONAL CHANGES IN OHIO PUBLIC SCHOOLS.
BY- STUFFLEBEAM, DANIEL L. AND OTHERS
THE OHIO STATE UNIV., COLUMBUS, COLL. OF EDUC.
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$4.72 110P.

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL FACILITIES, *EDUCATIONAL RESEARCH, *INNOVATION, *INSTRUCTIONAL INNOVATION, *SCHOOL PERSONNEL, ADMINISTRATION, COLUMBUS, INSTRUCTION,

INFORMATION RELATED TO INNOVATIVE ELEMENTARY AND SECONDARY SCHOOL PROGRAMS IN OHIO IS PRESENTED. DATA WERE OBTAINED FROM SCHOOL ADMINISTRATORS AND TEACHERS THROUGH THE USE OF QUESTIONNAIRES. ENTRIES INCLUDE--(1) GEOGRAPHIC REGION, (2) COUNTY, (3) CITY OR VILLAGE, (4) LOCAL DISTRICT, AND (5) PROJECT TITLE. DETAILED DESCRIPTIONS OF SELECTED PROGRAMS ARE INCLUDED. A FUTURE REPORT WILL CONTAIN AN ANALYSIS OF THE TYPES, ORIGINS, FUNDING, AND EFFECTIVENESS OF

CURRENT INNOVATIONS. THIS PUBLICATION IS ALSO AVAILABLE FROM PUBLICATIONS OFFICE, THE OHIO STATE UNIVERSITY, 242 W. 18TH AVENUE, COLUMBUS, OHIO 43210, FOR $2.25. (AG)

ED 011 839 SE 000 735

A HALF CENTURY OF TEACHING SCIENCE AND MATHEMATICS.
BY- ISENBARGER, KATHARINE U. AND OTHERS
CENTRAL ASSN. OF SCIENCE AND MATH. TEACHERS INC.
PUB DATE 50

EDRS PRICE MF-$0.36 HC-$8.28 207P.

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL OBJECTIVES, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, BIOLOGY, CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS, CHEMISTRY, COURSE CONTENT, COURSE DESCRIPTIONS, GENERAL SCIENCE, MATHEMATICS EDUCATION, PHYSICAL SCIENCES, PHYSICS, TEACHING METHODS,

MAJOR DEVELOPMENTS IN SCIENCE AND MATHEMATICS EDUCATION DURING THE PERIOD 1900-50 ARE REVIEWED. AN EARLY CHAPTER IS DEVOTED TO A DETAILED DESCRIPTION OF THE FORMATION AND SUBSEQUENT DEVELOPMENT OF THE CENTRAL ASSOCIATION OF SCHOOL SCIENCE AND MATHEMATICS TEACHERS AND THE JOURNAL, "SCHOOL SCIENCE AND MATHEMATICS." OTHER SECTIONS INCLUDE (1) MATHEMATICS, (2) THE BIOLOGICAL SCIENCES, (3) THE PHYSICAL SCIENCES, AND (4) THE PREPARATION OF TEACHERS. THE SECTION ON PHYSICAL SCIENCE IS SUBDIVIDED INTO PHYSICS, GENERAL SCIENCE, PHYSICAL SCIENCE, CHEMISTRY, AND GEOGRAPHY. DEVELOPMENTS IN SCIENCE TEACHING ARE RELATED TO EXISTING SOCIAL CONDITIONS AND THE STATUS OF SCIENCE AND TECHNOLOGY. CHANGES IN EDUCATIONAL OBJECTIVES, PSYCHOLOGY, SCHOOL ORGANIZATION, COURSE OFFERINGS, AND TEACHING METHODS ARE INCLUDED. THE ORIGIN AND DEVELOPMENT OF RESEARCH IN SCIENCE TEACHING AND ITS EFFECT ON SCIENCE EDUCATION ARE CONSIDERED. THE SECTION ON TEACHER EDUCATION EMPHASIZES (1) EARLY PROGRAMS, (2) FACTORS RELATED TO CHANGE, (3) CURRENT STATUS, AND (4) RECOMMENDATIONS FOR FUTURE MODIFICATION OF PROGRAMS. (AG)

ED 011 840 SE 000 744

A DIRECTORY OF INFORMATION RESOURCES IN THE UNITED STATES. PHYSICAL SCIENCES, BIOLOGICAL SCIENCES, ENGINEERING.
LIBRARY OF CONGRESS, WASHINGTON, D.C.
PUB DATE JAN 65

EDRS PRICE MF-$0.54 HC-$14.32 359P.

DESCRIPTORS- *BIOLOGICAL SCIENCES, *DIRECTORIES, *ENGINEERING, *PHYSICAL SCIENCES, DISTRICT OF COLUMBIA, INFORMATION DISSEMINATION, NATIONAL REFERRAL CENTER FOR SCIENCE AND TECHNOLOGY, SCIENCES, TECHNOLOGICAL ADVANCEMENT,

SOURCES OF INFORMATION FOR BIOLOGICAL AND PHYSICAL SCIENCE AND ENGINEERING ARE LISTED. THEY INCLUDE--(1) LIBRARIES, (2) CENTRALIZED INFORMATION CENTERS, (3) PROFESSIONAL SOCIETIES AND OTHER SPECIALIZING ORGANIZATIONS, (4) INDUSTRIAL FIRMS, (5) GOVERNMENTAL AGENCIES OR OFFICES, AND (6) OTHER INFORMATION SOURCES WHICH MAKE SCIENTIFIC AND TECHNOLOGICAL DATA AVAILABLE. ENTRIES ARE LISTED ALPHABETICALLY AND INCLUDE--(1) LOCATION, (2) A DESCRIPTION OF THE SERVICES AND FUNCTIONS OF THE ORGANIZATION, (3) GENERAL LISTINGS OF MATERIALS AND PUBLICATIONS AVAILABLE, AND (4) POLICY REGARDING THE USE OF HOLDINGS. A SUBJECT INDEX IS ALSO INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $2.25. (AG)

ED 011 841 SE 000 756

EVALUATION IN ELEMENTARY SCHOOL SCIENCE.
BY- TANNENBAUM, HAROLD E. AND OTHERS
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER CIRC-757 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *CURRICULUM EVALUATION, *EDUCATIONAL OBJECTIVES, *ELEMENTARY SCHOOL SCIENCE, *EVALUATION, DISTRICT OF COLUMBIA, EFFECTIVE TEACHING, INSERVICE TEACHER EDUCATION, INSTRUCTION, SCIENCE TESTS, SELF EVALUATION, STUDENT EVALUATION, SUPERVISION, TEACHER EVALUATION, TEST CONSTRUCTION, TEXTBOOK EVALUATION, U.S. OFFICE OF EDUCATION,

GUIDELINES FOR THE EVALUATION OF ELEMENTARY SCHOOL SCIENCE PROGRAMS AND ELEMENTARY SCHOOL SCIENCE STUDENTS ARE PRESENTED. CRITERIA ARE INCLUDED FOR (1) ESTABLISHED CURRICULUMS, (2) LIBRARY FACILITIES, (3) EQUIPMENT AND SUPPLIES, (4) FIELD EXPERIENCES AND AUDIOVISUAL AIDS, (5) TEACHER-MADE TESTS, AND (6) CLASSROOM TEACHING TECHNIQUES. SUBDIVISIONS OF THESE MAJOR CATEGORIES INCLUDE SUGGESTIONS FOR PROGRAM ANALYSIS. SUGGESTIONS FOR THE DEVELOPMENT OF INSTRUMENTS FOR CURRICULUM EVALUATION ARE ALSO INCLUDED. SUGGESTIONS FOR STUDENT EVALUATION ARE BASED ON BEHAVIORAL GOALS. CONSIDERATION IS GIVEN TO (1) SELECTION OF DEVICES FOR EVALUATION, (2) VALIDITY AND RELIABILITY OF EVALUATION TECHNIQUES, AND (3) TYPES OF EVALUATION INSTRUMENTS. MANY SAMPLE TEST ITEMS FOR DIFFERENT CATEGORIES OF TESTS ARE PRESENTED. CHECK LISTS FOR (1) EVALUATION OF TEACHERS, (2) LESSON PLANS, (3) INSERVICE COURSES, (4) SCIENCE BOOKS, (5) FACILITIES, AND (6) TEACHER UTILIZATION OF TELEVISION SCIENCE BROADCASTS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS FS-5-229--29057 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.45. (AG)

ED 011 842 SE 000 787

EDUCATIONAL RESEARCH RELATED TO SCIENCE INSTRUCTION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL - A REVIEW AND COMMENTARY.
BY- SMITH, HERBERT A.
PUB DATE SEP 63

EDRS PRICE MF-$0.09 HC-$1.00 27P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, BIBLIOGRAPHIES, COMMISSION ON SCIENCE EDUCATION, COURSE CONTENT, EDUCATIONAL OBJECTIVES, INSTRUCTION, RESEARCH METHODOLOGY, STUDENT EVALUATION, TEACHER EDUCATION, TEACHING METHODS,

SIGNIFICANT EDUCATIONAL RESEARCH RELATED TO ELEMENTARY AND JUNIOR HIGH SCHOOL SCIENCE TEACHING IS REVIEWED. OUTSTANDING DEVELOPMENTS IN THE HISTORY OF ELEMENTARY AND JUNIOR HIGH SCHOOL SCIENCE TEACHING AFTER 1930 ARE PRESENTED. GENERAL TYPES OF STUDIES INCLUDED IN THE SURVEY ARE DESCRIBED IN AN OVERVIEW OF THE RESEARCH IN SCIENCE EDUCATION DURING THIS SAME PERIOD. MAJOR CATEGORIES OF RESEARCH STUDIES INCLUDE (1) AIMS AND OBJECTIVES, (2) CURRICULUM, (3)

TECHNOLOGY APPLIED TO SCIENCE INSTRUCTION, (4) TESTING AND EVALUATION, AND (5) TEACHER EDUCATION. SUBCATEGORIES OF CURRICULUM ARE (1) CONTENT AND GRADE PLACEMENT, (2) PROBLEM SOLVING, (3) CONCEPTS AND PRINCIPLES, (4) STUDENT INTERESTS, (5) READING DIFFICULTIES, AND (6) ENRICHMENT PROCEDURES. SUMMARIES OF SPECIFIC STUDIES INCLUDE BRIEF STATEMENTS OF PURPOSE, METHODOLOGY, AND FINDINGS. COMPLETE CITATIONS OF THE STUDIES REVIEWED ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 1, NUMBER 3, SEPTEMBER 1963. (AG)

ED 011 843 SE 000 848

SCIENTIFIC LITERACY IN THE SIXTIES.
By- KOELSCHE, CHARLES L. MORGAN, ASHLEY G.
GEORGIA UNIV., ATHENS

PUB DATE SEP 64

EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *LITERACY, *SCIENTIFIC LITERACY, *SCIENTIFIC PRINCIPLES, ATHENS, BIOLOGICAL SCIENCES CURRICULUM STUDY, CHEMICAL BOND APPROACH, CHEMICAL EDUCATIONAL MATERIALS STUDY, CONCEPT FORMATION, GENERAL EDUCATION, PHYSICAL SCIENCE STUDY COMMITTEE, READING,

RESEARCH WAS CONDUCTED TO ESTABLISH THE DEGREE OF SCIENTIFIC KNOWLEDGE THAT IS REQUIRED TO UNDERSTAND SCIENCE ARTICLES IN CURRENT NEWSPAPERS AND MAGAZINES. ALL ARTICLES ABOUT SCIENCE OR REQUIRING SCIENCE FOR INTERPRETATION WERE COLLECTED FOR A 6-MONTH PERIOD FROM NINE MAGAZINES AND 22 NEWSPAPERS. TERMS WERE CATEGORIZED AND RELATED TO THE SCIENTIFIC PRINCIPLE WITH WHICH THEY RELATED. ARTICLES ON THE LIFE SCIENCES YIELDED 76 PRINCIPLES, PHYSICS 76, AND CHEMISTRY 17. THE TERMS AND PRINCIPLES IDENTIFIED ARE INCLUDED IN THE REPORT. INFORMATION ABOUT THE NEWS ITEMS ANALYZED IS PROVIDED. INCLUDED ARE (1) NEWSPAPER SOURCES OF THE ARTICLES, (2) FREQUENCY OF ARTICLES IN NEWSPAPERS FROM VARIOUS GEOGRAPHIC REGIONS, AND (3) SCIENCE ARTICLE LOCATION IN THE NEWSPAPER FORMAT. A DISCUSSION OF SCIENTIFIC LITERACY AND OF THE IMPLICATIONS OF THE STUDY FOR SCIENCE EDUCATION ARE INCLUDED. (RS)

ED 011 844 SE 000 850

RESEARCH IN THE TEACHING OF SCIENCE.
By- JOHNSON, LLOYD K. AND OTHERS
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER BULL-1965-NO-10 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *SECONDARY SCHOOL SCIENCE, CURRICULUM, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, LEARNING, NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING, RESEARCH REVIEWS, SCIENCE INSTRUCTION, TEACHER EDUCATION, TEACHING METHODS,

RESEARCH STUDIES RELATED TO THE TEACHING AND LEARNING OF SCIENCE ARE REVIEWED IN THIS BOOKLET. STUDIES COMPLETED BETWEEN 1959 AND 1963 ARE GROUPED INTO CATEGORIES OF ELEMENTARY, HIGH SCHOOL, AND COLLEGE SCIENCE. FOR EACH CATEGORY A BRIEF INTERPRETIVE SUMMATION AND ANALYSIS OF THE RESEARCH IS PRESENTED IN THE CONTEXT OF RELATED ITEMS OF RESEARCH. STUDIES COMPLETED BETWEEN 1959 AND 1963 ARE LISTED IN A BIBLIOGRAPHY, WHILE ABSTRACTS FOR SELECTED STUDIES ARE ALSO INCLUDED. A CHAPTER CONTAINING GUIDELINES AND RECOMMENDATIONS FOR FUTURE RESEARCH IS INCLUDED. THIS DOCUMENT IS AVAILABLE AS FS 5.229--29000-61 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.60. (RS)

ED 011 845 SE 000 914

SCIENCE EDUCATION RESEARCH STUDIES -- 1950.
By- JOHNSON, PHILIP G.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-CIRC-334-II PUB DATE 51
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, DISTRICT OF COLUMBIA, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), SCIENCE INSTRUCTION,

SUMMARIES OF 54 STUDIES IN SCIENCE EDUCATION COMPLETED DURING 1950 ARE TREATED IN THIS LISTING. THE STUDIES LISTED REPRESENT THE RESPONSE TO A NATIONWIDE QUESTIONNAIRE REQUESTING COPIES OF RESEARCH REPORTS. FOR EACH ENTRY IN THE LISTING THERE ARE INCLUDED--(1) THE AUTHOR'S NAME, (2) THE TITLE OF THE STUDY, (3) WHETHER OR NOT IT IS A THESIS OR DEGREE ITEM, (4) THE YEAR THE STUDY WAS COMPLETED, (5) THE INSTITUTION WHERE THE STUDY WAS CONDUCTED, (6) THE NUMBER OF PAGES IN THE COMPLETE REPORT, (7) THE SOURCE FROM WHICH THE COMPLETE STUDY MAY BE OBTAINED, (8) A STATEMENT OF THE PROBLEM, (9) THE SOURCES OF DATA, (10) THE KIND OF STATISTICAL TREATMENT USED, AND (11) THE MAJOR FINDINGS. ENTRIES ARE LISTED ALPHABETICALLY BY THE AUTHOR'S LAST NAME. (RS)

ED 011 846 SE 000 915

SCIENCE EDUCATION RESEARCH STUDIES -- 1951.
By- JOHNSON, PHILIP G.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-CIRC-334-III PUB DATE FEB 52
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, DISTRICT OF COLUMBIA, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), SCIENCE INSTRUCTION,

SUMMARIES OF 24 STUDIES IN SCIENCE EDUCATION COMPLETED DURING 1951 ARE TREATED IN THIS LISTING. THE STUDIES LISTED REPRESENT THE RESPONSE TO A NATIONWIDE QUESTIONNAIRE REQUESTING COPIES OF RESEARCH REPORTS. FOR EACH ENTRY IN THE LISTING THERE ARE INCLUDED--(1) THE AUTHOR'S NAME, (2) THE TITLE OF THE STUDY, (3) WHETHER OR NOT IT IS A THESIS OR DEGREE ITEM, (4) THE YEAR THE STUDY WAS COMPLETED, (5) THE INSTITUTION WHERE THE STUDY WAS CONDUCTED, (6) THE NUMBER OF PAGES IN THE COMPLETE REPORT, (7) THE SOURCE FROM WHICH THE COMPLETE STUDY MAY BE OBTAINED, (8) A STATEMENT OF THE PROBLEM, (9) THE SOURCES OF DATA, (10) THE KIND OF STATISTICAL TREATMENT USED, AND (11) THE MAJOR FINDINGS. ENTRIES ARE LISTED ALPHABETICALLY BY THE AUTHOR'S LAST NAME. (RS)

ED 011 847 SE 000 916

SCIENCE EDUCATION RESEARCH STUDIES -- 1952.
By- JOHNSON, PHILIP G.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-CIRC-334-IV PUB DATE JUN 53
EDRS PRICE MF-$0.18 HC-$2.36 56P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, DISTRICT OF COLUMBIA, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), SCIENCE INSTRUCTION,

SUMMARIES OF 78 STUDIES IN SCIENCE EDUCATION COMPLETED DURING 1952 ARE TREATED IN THIS LISTING. THE STUDIES LISTED REPRESENT THE RESPONSE TO A NATIONWIDE QUESTIONNAIRE REQUESTING COPIES OF RESEARCH REPORTS. FOR EACH ENTRY IN THE LISTING THERE ARE INCLUDED--(1) THE AUTHOR'S NAME, (2) THE TITLE OF THE STUDY, (3) WHETHER OR NOT IT IS A THESIS OR DEGREE ITEM, (4) THE YEAR THE STUDY WAS COMPLETED, (5) THE INSTITUTION WHERE THE STUDY WAS CONDUCTED, (6) THE NUMBER OF PAGES IN THE COMPLETE REPORT, (7) THE SOURCE FROM WHICH THE COMPLETE STUDY MAY BE OBTAINED, (8) A STATEMENT OF THE PROBLEM, (9) THE SOURCES OF DATA, (10) THE KIND OF STATISTICAL TREATMENT USED, AND (11) THE MAJOR FINDINGS. ENTRIES ARE LISTED ALPHABETICALLY BY THE AUTHOR'S LAST NAME. (RS)

ED 011 848 SE 000 917

SCIENCE EDUCATION RESEARCH STUDIES--1953.
By- BROWN, KENNETH E. BLACKWOOD, PAUL E.
PUB DATE 54
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCES, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), SCIENCE INSTRUCTION,

SUMMARIES OF 46 STUDIES IN SCIENCE EDUCATION COMPLETED DURING 1953 ARE TREATED IN THIS LISTING. THE STORIES LISTED REPRESENT THE RESPONSE TO A NATIONWIDE QUESTIONNAIRE REQUESTING COPIES OF RESEARCH REPORTS. FOR EACH ENTRY IN THE LISTING THERE ARE INCLUDED--(1) THE AUTHOR'S NAME, (2) THE TITLE OF THE STUDY, (3) WHETHER OR NOT IT IS A THESIS OR DEGREE ITEM, (4) THE YEAR THE STUDY WAS COMPLETED, (5) THE INSTITUTION WHERE THE STUDY WAS CONDUCTED, (6) THE NUMBER OF PAGES IN THE COMPLETE REPORT, (7) THE SOURCE FROM WHICH THE COMPLETE STUDY MAY BE OBTAINED, (8) A STATEMENT OF THE PROBLEM, (9) THE SOURCES OF DATA, (10) THE KIND OF STATISTICAL TREATMENT USED, AND (11) THE MAJOR FINDINGS. ENTRIES ARE LISTED ALPHABETICALLY BY THE AUTHOR'S LAST NAME. (RS)

ED 011 849 SE 000 919

CURRICULUM GUIDE FOR SCIENCE, GRADES 4-5-6.
By- GRAHAM, KATHRYN A. AND OTHERS
CHICAGO BOARD OF EDUCATION, ILL.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COURSE CONTENT, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE EDUCATION, *TEACHING GUIDES, CHICAGO, CURRICULUM GUIDES, GRADE 4, GRADE 5, GRADE 6, SCIENCE ACTIVITIES,

COURSE CONTENT, ACTIVITIES, AND REFERENCE INFORMATION FOR TEACHING SCIENCE IN GRADES 4, 5, AND 6 ARE INCLUDED IN THIS VOLUME. INTRODUCTORY REMARKS RELATE TO AN APPROACH TO TEACHING SCIENCE AND THE GENERAL OBJECTIVES OF THE SCIENCE PROGRAM. THE FIVE UNITS INCLUDED FOR GRADE 4 ARE (1) INSECTS AND SPIDERS, (2) LIVING THINGS OF SIMILAR AREAS, (3) THE UNIVERSE, (4) MATTER AND ENERGY, AND (5) TREES AND THEIR USES. THE SIX UNITS PRESENTED FOR GRADE 5 ARE (1) WEATHER, (2) AVIATION AND SPACE FLIGHT, (3) MATTER AND ENERGY, (4) CLASSIFICATION AND LIFE PROCESSES OF ANIMALS, (5) BIRDS AND THEIR IMPORTANCE, AND (6) PLANT CHARACTERISTICS, PROCESSES, AND USES. SEVEN UNITS ARE PRESENTED FOR GRADE 6 ON THE TOPICS OF (1) ANIMAL ADAPTATIONS, (2) MATTER AND ENERGY, (3) THE UNIVERSE, (4) THE EARTH, (5) GEOLOGY OF THE CHICAGO AREA, (6) GROWTH AND REPRODUCTION OF SEED PLANTS, AND (7) SIMPLE MACHINES. THE APPENDIXES INCLUDE INFORMATION ABOUT THE FOLLOWING--(1) WRITING EXPERIMENTS, (2) FIELD TRIPS, (3) SAFETY, (4) SCIENCE AND MATHEMATICS FAIRS, (5) ANIMAL CARE, (6) TERRARIUMS, (7) CHICAGO NATURAL HISTORY MUSEUM MATERIALS, AND (8) TEACHER REFERENCES. FOR EACH STUDY UNIT THERE ARE PRESENTED--(1) A TEACHER PREVIEW, (2) AN ANNOTATED LIST OF REFERENCES, (3) MATERIALS AND EQUIPMENT LISTS, (4) A VOCABULARY LIST, (5) CONCEPTS TO BE DEVELOPED, (6) SUGGESTED ACTIVITIES, AND (7) AUDIOVISUAL AND OTHER TEACHING AIDS. THIS DOCUMENT IS AVAILABLE THROUGH THE CHICAGO BOARD OF EDUCATION, CHICAGO, ILLINOIS. (RS)

ED 011 850 SE 000 920

CURRICULUM GUIDE FOR SCIENCE, KINDERGARTEN - PRIMARY 1.
By- GRAHAM, KATHRYN A. AND OTHERS
CHICAGO BOARD OF EDUCATION, ILL.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COURSE CONTENT, *ELEMENTARY SCHOOL SCIENCE, *GRADE 1, *KINDERGARTEN, *SCIENCE EDUCATION, *TEACHING GUIDES, CHICAGO, CURRICULUM GUIDES, SCIENCE ACTIVITIES,

COURSE CONTENT, ACTIVITIES, AND REFERENCE INFORMATION FOR TEACHING SCIENCE IN KINDERGARTEN AND GRADE 1 ARE INCLUDED IN THIS VOLUME. INTRODUCTORY REMARKS INCLUDE AN APPROACH TO TEACHING SCIENCE AND THE GENERAL OBJECTIVES OF THE SCIENCE PROGRAM. FIVE UNITS OF STUDY ARE PRESENTED FOR KINDERGARTEN--(1) GETTING ACQUAINTED WITH ANIMALS, (2) DISCOVERING NEW THINGS ABOUT THE WORLD, (3) GETTING TO KNOW OURSELVES, (4) BECOMING AWARE OF MATTER AND ENERGY, AND (5) INVESTIGATING COMMON PLANTS. SIX UNITS ARE PRESENTED FOR GRADE 1--(1) KNOWING OUR ANIMAL FRIENDS, (2) FINDING OUT ABOUT AIR, (3) DISCOVERING HOW LIVING THINGS PREPARE FOR AND LIVE THROUGH THE WINTER, (4) LEARNING ABOUT MATTER AND ENERGY, (5) BECOMING AWARE OF SPRING CHANGES IN PLANTS AND ANIMALS, AND (6) DISCOVERING HOW WORK IS MADE EASIER FOR US. THE SEVERAL APPENDIXES INCLUDE INFORMATION ABOUT RECORDING EXPERIMENTS, FIELD TRIPS, SETTING UP AN AQUARIUM, SETTING UP A WOODLAND TERRARIUM, THE CARE OF CLASSROOM PETS, TEXTBOOK REFERENCES, AND SELECTED REFERENCES FOR TEACHERS. FOR EACH STUDY UNIT, THERE ARE A TEACHER PREVIEW, AN ANNOTATED LIST OF REFERENCES, MATERIALS AND EQUIPMENT LISTS, A VOCABULARY LIST, CONCEPTS TO BE DEVELOPED, SUGGESTED ACTIVITIES, APPROPRIATE MUSIC, SUITABLE POEMS, AND AUDIOVISUAL AND OTHER TEACHING

AIDS. THE VOLUME IS AVAILABLE THROUGH THE CHICAGO BOARD OF EDUCATION, CHICAGO, ILLINOIS. (RS)

ED 011 851 SE 000 921

CURRICULUM GUIDE FOR SCIENCE, PRIMARY 2-3.
By- GRAHAM, KATHRYN A. AND OTHERS
CHICAGO BOARD OF EDUCATION, ILL.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COURSE CONTENT, *ELEMENTARY SCHOOL SCIENCE, *GRADE 2, *GRADE 3, *SCIENCE EDUCATION, *TEACHING GUIDES, CHICAGO, CURRICULUM GUIDES, PRIMARY EDUCATION, SCIENCE ACTIVITIES,

COURSE CONTENT, ACTIVITIES, AND REFERENCE INFORMATION FOR TEACHING SCIENCE IN SECOND AND THIRD GRADES ARE INCLUDED IN THIS VOLUME. INTRODUCTORY REMARKS DISCUSS AN APPROACH TO THE TEACHING OF SCIENCE AND THE GENERAL OBJECTIVES OF THE SCIENCE PROGRAM. SIX UNITS OF STUDY ARE PRESENTED FOR SECOND GRADE--(1) DIFFERENCES BETWEEN PLANTS AND ANIMALS, (2) ASTRONOMY, (3) MATTER AND ENERGY, (4) WATER AND ITS USES, (5) PLANTS AND THEIR PARTS, AND (6) ANIMALS' HELP TO MAN. EIGHT UNITS ARE PRESENTED FOR THIRD GRADE--(1) PLANT GROWTH AND MAN'S DEPENDENCE ON PLANTS, (2) THE EARTH, (3) AIR, (4) SPACE AGE, (5) MATTER AND ENERGY, (6) BIRDS, (7) COLD BLOODED ANIMALS, AND (8) LEARNING MORE ABOUT OURSELVES. THE APPENDIXES INCLUDE THE FOLLOWING--(1) SUGGESTIONS FOR RECORDING EXPERIMENTS, (2) SUGGESTIONS FOR FIELD TRIPS, (3) SUGGESTIONS FOR SETTING UP AN AQUARIUM, (4) SUGGESTIONS FOR SETTING UP A DESERT TERRARIUM, (5) SUGGESTIONS FOR SETTING UP A WOODLAND TERRARIUM, (6) SUGGESTIONS FOR THE CARE OF CLASSROOM PETS, (7) TEXTBOOK REFERENCES, AND (8) SELECTED TEACHER REFERENCES. FOR EACH STUDY UNIT THERE ARE PRESENTED (1) A TEACHER PREVIEW, (2) AN ANNOTATED LIST OF REFERENCES, (3) MATERIALS AND EQUIPMENT LISTS, (4) A VOCABULARY LIST, (5) A LIST OF CONCEPTS TO BE DEVELOPED, (6) SUGGESTED ACTIVITIES, (7) APPROPRIATE MUSIC, (8) SUITABLE POEMS, AND (9) AUDIOVISUAL AND OTHER TEACHING AIDS. (RS)

ED 011 852 SE 000 922

IMPROVING SCIENCE EDUCATION. REPORT OF A NATIONAL CONFERENCE OF SCIENCE SUPERVISORS (JUNE 14-17, 1966).
By- PILTZ, ALBERT STIEDLE, WALTER
TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE JUN 66

CONTRACT OEC-4-000-967-0967
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL OBJECTIVES, *FEDERAL LEGISLATION, *SCIENCE EDUCATION, *SCIENCE INSTRUCTION, *SCIENCE SUPERVISION, AUSTIN, DISADVANTAGED YOUTH, LABORATORY SAFETY, LABORATORY TECHNIQUES, LEARNING THEORIES, OUTDOOR EDUCATION, SCIENCE EQUIPMENT, SCIENCE FACILITIES, TEACHER EDUCATION,

PROCEEDINGS OF A CONFERENCE FOR STATE SCIENCE SUPERVISORS ARE SUMMARIZED. MAJOR SPEECHES ARE CONCERNED WITH (1) STATE LEADERSHIP IN SCIENCE, (2) LEARNING THEORY, (3) THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE ELEMENTARY SCIENCE PROGRAM, (4) OUTDOOR SCIENCE EDUCATION, (5) TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT, (6) TITLES I, II, AND III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND (7) THE USE OF GOVERNMENT SURPLUS PROPERTY IN SCIENCE TEACHING. ABSTRACTS AND SELECTED ASPECTS OF THE DISCUSSION PERIODS WHICH FOLLOWED THE SPEECHES ARE INCLUDED. RECOMMENDATIONS FOR LABORATORY SAFETY, THE USE OF LIVE ANIMALS, LABORATORY FACILITIES, TEACHER PREPARATION, THE LABORATORY APPROACH, SCIENCE AND THE DISADVANTAGED STUDENT, AND EDUCATIONAL OBJECTIVES ARE INCLUDED IN A SERIES OF GROUP REPORTS. (AG)

ED 011 853 SE 000 923

NATIONAL DEFENSE EDUCATION ACT OF 1958, AS AMENDED, TITLE III, ANNUAL REPORT-FISCAL YEAR 1966. PART III, NARRATIVE REPORT, SCIENCE.
By- PILTZ, ALBERT STEIDLE, WALTER
OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *ANNUAL REPORTS, *CURRICULUM, *ELEMENTARY SCHOOL SCIENCE, *FEDERAL LEGISLATION, *SECONDARY SCHOOL SCIENCE, DISTRICT OF COLUMBIA, INSERVICE TEACHER EDUCATION, NDEA TITLE III, PRESERVICE EDUCATION, SCIENCE EQUIPMENT, SCIENCE FACILITIES, SCIENCE MATERIALS, SCIENCE SUPERVISION, TEACHER EDUCATION,

THE EFFECTIVENESS OF TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT IN THE IMPROVEMENT OF SCIENCE INSTRUCTION IS CONSIDERED. INFORMATION FROM THE ANNUAL REPORTS OF STATE DEPARTMENTS OF EDUCATION IS DISCUSSED. CATEGORIES OF INFORMATION INCLUDE (1) CURRICULUM, (2) TEACHER EDUCATION, (3) EQUIPMENT, MATERIALS, AND FACILITIES, AND (4) STATE LEADERSHIP AND EVALUATION. THE STATE SCIENCE SUPERVISORS WERE UNANIMOUS IN THE VIEW THAT TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT HAD IMPROVED SCIENCE INSTRUCTION BY PROVIDING IMPETUS FOR LOCAL SCHOOL DISTRICT PERSONNEL TO EVALUATE AND MODIFY THEIR INSTRUCTIONAL PROGRAMS. SUPERVISORS ALSO INDICATED (1) A GREATER EMPHASIS ON ELEMENTARY SCIENCE PROGRAMS, (2) AN INCREASING AWARENESS FOR NEW TEACHING APPROACHES, (3) INCREASED USE OF LABORATORY EXPERIENCES, AND (4) MORE EFFECTIVE INSERVICE EDUCATION. EVIDENCE IS PRESENTED THAT INDICATES THE NATIONAL DEFENSE EDUCATION ACT TITLE III HAS LIAISON BETWEEN LOCAL EDUCATIONAL AGENCIES AND TEACHER PREPARATION INSTITUTIONS. (AG)

ED 011 854 SE 001 132

GUIDELINES FOR PREPARATION PROGRAMS OF TEACHERS OF SECONDARY SCHOOL SCIENCE AND MATHEMATICS.
NATIONAL ASSN. OF STATE DIR. OF TEACH. EDUC. CERT.
AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE

PUB DATE SEP 61

EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *CERTIFICATION, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION PROGRAMS, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, CARNEGIE CORPORATION OF NEW YORK, COLLEGE SCIENCE, CONFERENCES, PRESERVICE EDUCATION, TEACHER EDUCATION,

PRESENTED IN THIS VOLUME ARE GUIDELINES AND RECOMMENDATIONS FOR ACADEMIC SUBJECT MATTER PREPARATION OF SCIENCE AND MATHEMATICS TEACHERS. THE INTRODUCTORY SECTION OF

THE VOLUME STATES--"THESE GUIDELINES ARE OFFERED AS A RESOURCE TO BE DRAWN UPON BY INSTITUTIONS OF HIGHER EDUCATION AND STATE EDUCATION AGENCIES IN DEVELOPING AND IMPROVING THEIR PROGRAMS FOR THE PREPARATION OF SCIENCE AND MATHEMATICS TEACHERS FOR THE SECONDARY SCHOOLS." EIGHT GUIDELINES COMMON TO THE PREPARATION OF TEACHERS IN THE SCIENCES AND MATHEMATICS ARE PRESENTED. RECOMMENDED PROGRAMS BASED ON THE EIGHT GUIDELINES ARE PRESENTED FOR (1) BIOLOGY, (2) CHEMISTRY, (3) PHYSICS, (4) PHYSICAL SCIENCES, (5) JUNIOR HIGH SCHOOL SCIENCE, (6) MATHEMATICS, AND (7) EARTH AND SPACE SCIENCE. AN NASDTEC DECLARATION OF POLICY IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM NASDTEC-AAS STUDIES, 1515 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. (RS)

ED 011 855 SE 001 355

NEW TRENDS IN CHEMISTRY TEACHING, VOLUME I (1964-1965).
BY- CARTMELL, E.
UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT.ORG
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHEMISTRY, *COLLEGE SCIENCE, *SECONDARY SCHOOL SCIENCE, *TEACHING TECHNIQUES, CURRICULUM DEVELOPMENT, INSTRUCTION, PROGRAMED INSTRUCTION, SCIENCE ACTIVITIES, UNESCO,

CHEMISTRY PAPERS PUBLISHED IN 1964 IN LEADING SCIENCE TEACHING JOURNALS OF THE WORLD ARE INCLUDED IN THIS UNESCO PUBLICATION. THE PAPERS CONTAIN INFORMATION ABOUT NEW DEVELOPMENTS IN CHEMISTRY TEACHING FOR CHEMISTRY TEACHERS IN UNIVERSITIES, TEACHER PREPARATION INSTITUTES, AND SECONDARY SCHOOLS. THE PAPERS ARE REPRINTS OF THE ORIGINAL JOURNAL ARTICLES AND ARE WRITTEN IN EITHER FRENCH OR ENGLISH. SUBJECT MATTER TOPICS INCLUDE (1) ATOMIC STRUCTURE AND THE PERIODIC TABLES, (2) MOLECULAR STRUCTURE, (3) CRYSTALS AND X-RAYS, (4) STEREOCHEMISTRY, (5) COLOR AND PHOTOCHEMISTRY, (6) ENERGETICS AND KINETICS, (7) REACTIONS IN AQUEOUS SOLUTIONS, AND (8) ELEMENTS AND THEIR COMPOUNDS. OTHER SECTIONS ARE DEVOTED TO MODELS AND EXPERIMENTS, PROGRAMED LEARNING, AND CURRICULUM REFORM. SIMILAR VOLUMES WILL BE COMPILED EVERY 2 YEARS. THIS DOCUMENT IS AVAILABLE FROM THE UNESCO PUBLICATIONS CENTER, 317 EAST 34TH STREET, NEW YORK, NEW YORK 10016, 341 PAGES, $7.00. (AG)

ED 011 856 SE 001 475

A STUDY OF THE ATTRIBUTES OF APPLICANTS TO NATIONAL SCIENCE FOUNDATION SUMMER INSTITUTES IN 1964.
BY- BERGER, RAYMOND M.
PSYCHOMETRICS CONSULTANTS, LOS ANGELES, CALIF.
PUB DATE AUG 65

EDRS PRICE MF-$0.54 HC-$14.60 365P.

DESCRIPTORS- *COLLEGE SCIENCE, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE INSTITUTES, *SCIENCE TEACHERS, *SECONDARY SCHOOL SCIENCE, *TEACHER CHARACTERISTICS, *TEACHER EDUCATION, BIOLOGY, CHEMISTRY, CORPORATION FOR ECONOMIC AND INDUSTRIAL RESEARCH, EARTH SCIENCE, LOS ANGELES, MATHEMATICS TEACHERS, NATIONAL SCIENCE FOUNDATION, PHYSICS, SCIENCE RESEARCH ASSOCIATES, SUMMER INSTITUTES,

CHARACTERISTICS OF APPLICANTS TO SUMMER INSTITUTES FOR SCIENCE AND MATHEMATICS TEACHERS SPONSORED BY THE NATIONAL SCIENCE FOUNDATION ARE EXAMINED TO DETERMINE CHARACTERISTICS WHICH DISTINGUISH BETWEEN SUCCESSFUL AND UNSUCCESSFUL APPLICANTS. APPLICATION FORMS OF ALL ACCEPTEES AND UP TO TWICE AS MANY REJECTEE FORMS, SELECTED AT RANDOM FROM EACH INSTITUTE, WERE CLASSIFIED ACCORDING TO (1) LEVEL OF THE APPLICANT'S TEACHING ASSIGNMENT, (2) TYPE OF INSTITUTE (SEQUENTIAL OR UNITARY), (3) PREPARATION LEVEL PREREQUISITE TO ADMISSION, AND (4) SEX. PERCENTAGES, STANDARD DEVIATIONS, AND CHI-SQUARE WERE USED TO INTERPRET DATA RELATED TO APPLICANT'S PERSONAL CHARACTERISTICS, (2) EDUCATIONAL BACKGROUND, (3) PROFESSIONAL ACTIVITIES, (4) TEACHING EXPERIENCE, (5) TEACHING SCHEDULE, AND (6) CERTIFICATION STATUS. FINDINGS WERE COMPARED WITH THOSE OF SIMILAR STUDIES CONDUCTED DURING 1957 AND 1960. SELECTION OF PARTICIPANTS WAS STRONGLY INFLUENCED BY THE APPLICANT'S UNDERGRADUATE MAJOR AND GRADES. PROBABILITY OF ACCEPTANCE WAS ALSO POSITIVELY INFLUENCED BY PROFESSIONAL ACTIVITIES, HIGHEST DEGREE EARNED, GRADUATE GRADES, AND TEACHING ASSIGNMENT. PREVIOUS INSTITUTE ATTENDANCE WAS OFTEN A REASON FOR REJECTION IN UNITARY TYPE INSTITUTES. A DETAILED SUMMARY OF DATA USED IN THE STUDY IS INCLUDED IN A SEPARATE APPENDIX. (AG)

ED 011 857 SE 001 485

IMPACTS OF THE NATIONAL SCIENCE FOUNDATIONS SUMMER SCIENCE PROGRAM FOR HIGH ABILITY SECONDARY SCHOOL STUDENTS.
BY- EDGERTON, HAROLD A.
RICHARDSON, BELLOWS, HENRY AND CO. INC. NEW YORK
REPORT NUMBER NSF-C-150 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.88 147P.

DESCRIPTORS- *ABLE STUDENTS, *ACADEMIC ACHIEVEMENT, *EDUCATIONAL PROGRAMS, *SECONDARY SCHOOL SCIENCE, *SECONDARY SCHOOL STUDENTS, *STUDENT ATTITUDES, NATIONAL SCIENCE FOUNDATION, NEW YORK CITY, SCIENCE CAREERS, STUDENT INTERESTS,

EXAMINED ARE THE EFFECTS OF SUMMER SCIENCE PROGRAMS ON PARTICIPANTS, THEIR HIGH SCHOOLS, THEIR FUTURE EDUCATIONAL PLANS AND CAREERS, AND THE HOST INSTITUTION. ESTABLISHED CRITERIA WERE USED TO SELECT 10 OF 147 PROGRAMS SPONSORED BY THE NATIONAL SCIENCE FOUNDATION IN 1960. ORIENTATION, CLASSROOM, AND RESEARCH PROGRAMS WERE INCLUDED IN THE SAMPLE. CONTROL GROUPS WERE COMPOSED OF GIFTED HIGH SCHOOL STUDENTS WITH APPROXIMATELY EQUAL SCHOLASTIC ABILITIES, INTEREST RANGES, AND MOTIVATION INTENSITIES TO THOSE OF THE EXPERIMENTAL GROUPS. INVENTORY FORMS AND OBSERVATIONS WERE USED TO OBTAIN DATA FROM PARTICIPANTS, SECONDARY SCHOOL TEACHERS, AND ADMINISTRATORS PRIOR TO, DURING, AND FOLLOWING THE PROGRAM. PARTICIPANTS WERE COMPARED WITH CONTROL GROUPS IN TERMS OF--(1) PERSONAL DATA, SCIENCE BACKGROUNDS, AND GENERAL ACADEMIC RECORD, (2) BELIEFS AND ATTITUDES CONCERNING SCIENCE, SCHOOL, AND CAREERS, (3) PERFORMANCE IN SCIENCE ACTIVITIES, AND (4) EDUCATIONAL PLANS. OPINIONS OF PARTICIPANTS AND THEIR HIGH SCHOOL SCIENCE TEACHERS CONCERNING THE PROGRAMS ARE INCLUDED. (AG)

ED 011 858 SE 001 569

THE SCIENTIFIC METHOD AS PRESENTED IN SCIENCE TEXTBOOKS AND AS DESCRIBED BY EMINENT SCIENTISTS.
BY- RIGGSBY, ERNEST DUWARD
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
UNIVERSITY MICROFILMS, INC., ANN ARBOR, MICHIGAN

REPORT NUMBER 65-350 PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COLLEGE SCIENCE, *EDUCATIONAL OBJECTIVES, *SCIENTIFIC METHODOLOGY, *SCIENTISTS, *SECONDARY SCHOOL SCIENCE, NASHVILLE, SCIENTIFIC ENTERPRISE,

THE SCIENTIFIC METHOD, AS PRESENTED IN SECONDARY AND COLLEGE TEXTBOOKS, IS COMPARED WITH THAT DESCRIBED BY SCIENTISTS. TEN TEXTBOOKS WERE RANDOMLY SELECTED FROM THOSE AVAILABLE FOR GRADES 7 THROUGH 9, 10 THROUGH 12, AND 13 AND 14. FORTY SCIENTISTS WERE RANDOMLY SELECTED FROM THE COMBINED MEMBERSHIPS OF A LEARNED SCIENTIFIC SOCIETY AND THREE PHILOSOPHICAL SOCIETIES. THE SCIENTISTS' CONCEPTIONS OF THE SCIENTIFIC METHOD WERE OBTAINED FROM AVAILABLE PUBLICATIONS AND PERSONAL COMMUNICATIONS. A LITERATURE SURVEY WAS USED TO IDENTIFY FIVE ELEMENTS FUNDAMENTAL TO THE SCIENTIFIC METHOD--CAUSATION, CLASSIFICATION, CONSENSUS, EXPERIMENTATION, AND OBSERVATION. THE SCIENTISTS AND THE TEXTBOOKS WRITERS AGREED STRONGLY ON THE IMPORTANCE OF EXPERIMENTATION AND OBSERVATION. HOWEVER, THE SCIENTISTS DIFFERENTIATED DISTINCTLY BETWEEN SCIENTIFIC DISCOVERY AND THE PRESENTATION OF SCIENCE, WHILE THE TEXTBOOK WRITERS OFTEN CONFUSED THE ORGANIZATION OF A PRESENTATION WITH THE LOGIC OF DISCOVERY. THE SCIENTISTS EMPHASIZED DIVERSITY, DESCRIBING SCIENTIFIC INVESTIGATION AS FLEXIBLE AND DYNAMIC. TEXTBOOK AUTHORS, ON THE OTHER HAND, EMPHASIZED UNIFORMITY IN THE SCIENTIFIC METHOD, TYPICALLY DESCRIBING A SERIES OF RIGID STEPS TO BE FOLLOWED IN SCIENTIFIC INVESTIGATION. THIS DOCUMENT IS AVAILABLE AS 65-350 FROM UNIVERSITY MICROFILMS, INC., ANN ARBOR, MICHIGAN 48106. (AG)

ED 011 859 SE 001 659

RESOURCE LETTER AT-1 ON ACHIEVEMENT TESTING.
By- KRUGLAK, HAYN
REPORT NUMBER AT-1 PUB DATE AP 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ACHIEVEMENT, *BIBLIOGRAPHIES, *COLLEGE SCIENCE, *EVALUATION, *PHYSICS, *STUDENT EVALUATION, ACHIEVEMENT TESTS, AMERICAN ASSOCIATION OF PHYSICS TEACHERS, AMERICAN INSTITUTE OF PHYSICS, EDUCATIONAL OBJECTIVES, ESSAY TESTS, NATIONAL SCIENCE FOUNDATION, RESOURCE LETTERS, STANDARDIZED TESTS, TEST CONSTRUCTION, TESTS,

SOURCES OF INFORMATION ABOUT THE MEASUREMENT OF STUDENT ACHIEVEMENT IN COLLEGE PHYSICS ARE PRESENTED. DESCRIPTIVE SUMMARIES INCLUDE COMPLETE CITATIONS OF PERTINENT DOCUMENTS PUBLISHED PRIOR TO 1965 AND ARE GROUPED IN CATEGORIES WHICH INCLUDE (1) BACKGROUND REFERENCES, (2) THEORY AND TECHNOLOGY IN TEST CONSTRUCTION, (3) ACHIEVEMENT TESTING, (4) EVALUATION OF LABORATORY ACHIEVEMENT, (5) ISSUES IN STUDENT EVALUATION, (6) RESEARCH FINDINGS, AND (7) NEEDED RESEARCH. LISTED REFERENCES ARE PRIMARILY BOOKS AND JOURNAL ARTICLES. THIS BIBLIOGRAPHY REPRESENTS ONE OF A SERIES OF RESOURCE LETTERS FOR PHYSICS TEACHERS THAT WILL BE PUBLISHED THROUGH THE EFFORTS OF THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS. THIS ARTICLE WAS PREPRINTED FROM "AMERICAN JOURNAL OF PHYSICS," VOLUME 33, NUMBER 4, APRIL 1965, AND IS AVAILABLE FROM AMERICAN INSTITUTE OF PHYSICS, 335 EAST 45TH STREET, NEW YORK, NEW YORK, FOR $2.00. (AG)

ED 011 860 SE 001 661

COURSE AND CURRICULUM IMPROVEMENT PROJECTS--MATHEMATICS, SCIENCE, ENGINEERING.
By- FONTAINE, THOMAS D.
NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
REPORT NUMBER NSF-66-22 PUB DATE SEP 66
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE COURSE IMPROVEMENT PROJECT, *SECONDARY SCHOOL SCIENCE, BIOLOGICAL SCIENCES CURRICULUM STUDY, BIOLOGY, CHEMICAL BOND APPROACH, CHEMISTRY, COLLEGE MATHEMATICS, EARTH SCIENCE, EARTH SCIENCE CURRICULUM PROJECT, ELEMENTARY SCHOOL MATHEMATICS, ENGINEERING, NATIONAL SCIENCE FOUNDATION, PHYSICS, PSYCHOLOGY, SECONDARY SCHOOL MATHEMATICS, SOCIAL SCIENCES,

ELEMENTARY, SECONDARY, AND COLLEGE LEVEL SCIENCE COURSE IMPROVEMENT PROJECTS ARE DESCRIBED. INDIVIDUAL PROJECTS ARE CLASSIFIED ACCORDING TO INSTITUTIONAL LEVEL AND ACADEMIC DISCIPLINE. MANY OF THE PROJECTS REPRESENT COMPLETE EDUCATIONAL PROGRAMS AND INCLUDE SUCH MATERIALS AS STUDENT TEXTBOOKS, LABORATORY MANUALS, SUPPLEMENTARY READINGS, TEACHER GUIDES, FILMS, AND OTHER AUDIOVISUAL AIDS. OTHERS ARE NARROWER IN SCOPE AND INVOLVE SUCH ACTIVITIES AS THE DEVELOPMENT OF VISUAL AIDS, LABORATORY EXERCISES, AND DEMONSTRATION EQUIPMENT. INFORMATION CONCERNING THE PROJECTS INCLUDES (1) THE PROJECT TITLE, (2) THE NAME OF THE PROJECT DIRECTOR, (3) THE RATIONALE OF THE PROGRAM, (4) A BRIEF HISTORY OF ITS DEVELOPMENT INCLUDING ITS CURRENT STATUS AND ANTICIPATED FUTURE ACTIVITIES, (5) A LIST OF MATERIALS THAT HAVE BEEN PREPARED BY THE PROJECT STAFF, AND (6) BIBLIOGRAPHIES. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.65. (AG)

ED 011 861 SE 001 662

ACHIEVE LEARNING OBJECTIVES, PAPERS PREPARED ESPECIALLY FOR A SUMMER INSTITUTE ON EFFECTIVE TEACHING FOR YOUNG ENGINEERING TEACHERS (PENNSYLVANIA STATE UNIVERSITY, AUGUST 28 THROUGH SEPTEMBER 3, 1960.
By- LANCASTER, OTIS E.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE SE 960
EDRS PRICE MF-$0.81 HC-$21.32 533P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, *ENGINEERING EDUCATION, *LEARNING THEORIES, *PAPERS, *SCIENCE EDUCATION, *TEACHING METHODS, AMERICAN SOCIETY OF ENGINEERING EDUCATION, AUDIOVISUAL AIDS, BIBLIOGRAPHIES, CONFERENCE REPORTS, EDUCATIONAL OBJECTIVES, EDUCATIONAL RESEARCH, EVALUATION, FORD FOUNDATION, TEACHER EDUCATION, THE ENGINEERS COUNCIL FOR PROFESSIONAL DEVELOPMENT,

PAPERS PREPARED FOR A SUMMER INSTITUTE ON EFFECTIVE TEACHING FOR TEACHERS OF ENGINEERING SUBJECTS ARE CONTAINED IN THIS CONFERENCE REPORT. GENERAL SUBJECT AREAS DISCUSSED ARE--(1) EDUCATIONAL OBJECTIVES IN ENGINEERING EDUCATION, (2) LEARNING THEORY AND ITS APPLICATION TO CLASSROOM TEACHING, (3) LECTURE, DISCUSSION, AND LECTURE-DISCUSSION METHODS OF TEACHING, (4) THE USE OF AUDIOVISUAL AIDS, (5) THE ROLE OF THE LABORATORY IN ENGINEERING EDUCATION, (6) STUDENT AND

INSTRUCTIONAL EVALUATION, (7) THE PLANNING OF COURSES, CURRICULUMS, AND INDIVIDUAL LESSONS, (8) THE STIMULATION OF STUDENT CREATIVITY, (9) RESEARCH IN ENGINEERING EDUCATION, AND (10) PROFESSIONAL DEVELOPMENT. A COMPREHENSIVE ANNOTATED BIBLIOGRAPHY IS INCLUDED. (AG)

ED 011 862 SE 001 762

PROCEEDINGS ON THE CONFERENCE ON THE IMPACT OF COMPUTERS ON EDUCATION IN ENGINEERING DESIGN (CHICAGO, APRIL 21-23,1966).
By- FENVES, STEVEN J. AND OTHERS
COMMISSION ON ENGINEERING EDUC., WASHINGTON, D.C.
PUB DATE 66

EDRS PRICE MF-$0.27 HC-$7.20 180P.

DESCRIPTORS- *CONFERENCE REPORTS, *CURRICULUM DEVELOPMENT, *ENGINEERING EDUCATION, *TECHNICAL EDUCATION, CHICAGO, COMPUTER ASSISTED INSTRUCTION, DISTRICT OF COLUMBIA, EDUCATIONAL TECHNOLOGY, INFORMATION RETRIEVAL, INSTRUCTION, NATIONAL SCIENCE FOUNDATION, SCIENCE EDUCATION,

PAPERS PRESENTED AT A 1966 CONFERENCE ON ENGINEERING EDUCATION ARE INCLUDED IN THIS CONFERENCE REPORT. THE CONFERENCE WAS PRIMARILY CONCERNED WITH THE IMPACT OF COMPUTERS ON EDUCATION IN ENGINEERING DESIGN. PARTICIPANTS WERE FACULTY MEMBERS FROM SCHOOLS OF ENGINEERING, WHO HAVE THE RESPONSIBILITY FOR COURSE AND CURRICULUM DESIGN. A LONG-RANGE OBJECTIVE WAS TO SET DIRECTIONS FOR ENGINEERING EDUCATION AND RESEARCH IN DESIGN AND ANALYSIS, WHEREVER THE LATTER WAS EXPECTED TO CHANGE UNDER THE IMPACT OF COMPUTER CONCEPTS. SESSIONS OF THE CONFERENCE WERE DEVOTED TO (1) APPLICATIONS IN ENGINEERING DESIGN, (2) COMPUTERS IN ENGINEERING DESIGN AT UNIVERSITIES, (3) A MANUFACTURERS FORUM, AND (4) FUTURE PROSPECTS AND REQUIREMENTS. SUMMARIES OF DISCUSSIONS THAT FOLLOWED PRESENTATIONS OF PAPERS ARE INCLUDED. (AG)

ED 011 863 SE 001 792

HUMAN RESOURCES, TRAINING OF SCIENTIFIC AND TECHNICAL PERSONNEL. UNITED STATES PAPERS PREPARED FOR THE UNITED NATIONS CONFERENCE ON THE APPLICATION OF SCIENCE AND TECHNOLOGY FOR THE BENEFIT OF THE LESS DEVELOPED AREAS, VOLUME 11.
PUB DATE 63

EDRS PRICE MF-$0.36 HC-$8.60 217P.

DESCRIPTORS- *HUMAN RESOURCES, *SCIENCE EDUCATION, *SCIENTIFIC MANPOWER, *VOCATIONAL EDUCATION, CONFERENCE ON THE APPLICATION OF SCIENCE AND TECHNOLOGY FOR THE BENEFIT OF LESS DEVELOPED AREAS (U.N.), CURRICULUM DEVELOPMENT, ECONOMIC DEVELOPMENT, ELEMENTARY SCHOOL MATHEMATICS, ELEMENTARY SCHOOL SCIENCE, GENEVA, SECONDARY SCHOOL MATHEMATICS, SECONDARY SCHOOL SCIENCE, SWITZERLAND, TEACHER EDUCATION, UNITED NATIONS,

PROBLEMS RELATED TO THE AVAILABILITY OF HUMAN RESOURCES IN LESS DEVELOPED AREAS OF THE WORLD ARE PRESENTED IN A SERIES OF PAPERS FROM A 1963 UNITED NATIONS CONFERENCE. AN INTRODUCTORY SECTION EMPHASIZES MANPOWER PROJECTION AND ASSESSMENT TECHNIQUES, PUBLIC MANAGEMENT, AND OCCUPATIONAL HEALTH AND SAFETY AS THEY RELATE TO ECONOMIC DEVELOPMENT. THE REMAINDER OF THE VOLUME IS CONCERNED WITH THE EDUCATION OF SCIENTIFIC AND TECHNICAL PERSONNEL AND IS SUBDIVIDED INTO (1) PLANNING POLICIES FOR THE DEVELOPMENT OF SCIENTIFIC AND TECHNOLOGICAL PERSONNEL AND (2) EDUCATIONAL PROGRAMS. TOPICS CONSIDERED IN INDIVIDUAL PAPERS INCLUDE--(1) POLICIES FOR THE INCLUSION OF SCIENCE, SCIENCE EDUCATION, AND TECHNOLOGY IN EDUCATIONAL PROGRAMS, (2) THE CURRENT STATUS OF PRIMARY AND SECONDARY SCIENCE AND MATHEMATICS PROGRAMS IN THE UNITED STATES, (3) TRENDS IN THE EDUCATION OF SCIENCE AND MATHEMATICS TEACHERS, (4) PROCEDURES IN CURRICULUM DEVELOPMENT, (5) DESIRABLE PRACTICES IN TEXTBOOK PUBLICATION, AND (6) THE IDENTIFICATION OF SCIENCE TALENT IN YOUTH. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.60. (AG)

ED 011 864 SE 001 911

THE CHANGING CURRICULUM--SCIENCE.
By- HANEY, RICHARD E.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEV.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *SCIENCE COURSE IMPROVEMENT PROJECT, *SECONDARY SCHOOL SCIENCE, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, BIOLOGY, CHEMISTRY, DISTRICT OF COLUMBIA, EARTH SCIENCE, EDUCATIONAL OBJECTIVES, ENGINEERING EDUCATION, NATIONAL EDUCATION ASSOCIATION, PHYSICAL SCIENCES, PHYSICS, SECONDARY SCHOOL MATHEMATICS,

ELEMENTARY AND SECONDARY SCIENCE COURSE IMPROVEMENT PROJECTS ARE REVIEWED. INFORMATION FOR THE REVIEWS WAS OBTAINED FROM PROJECT NEWSLETTERS, TEXT MATERIALS, ARTICLES ABOUT THE PROJECTS, AND CONVENTION REPORTS. PROJECT RESUMES INCLUDE A BRIEF SUMMARY OF DEVELOPMENTAL ACTIVITIES, MAJOR THEMES, OBJECTIVES, UNIQUE FEATURES, AND DESCRIPTIONS OF MATERIALS THAT HAVE BEEN DEVELOPED. CHARACTERISTICS COMMON TO MOST OF THE PROJECTS ARE SUMMARIZED IN A GENERAL OVERVIEW. CONCLUDING SECTIONS ARE DEVOTED TO ISSUES IN SCIENCE EDUCATION AND TO SUGGESTIONS FOR THE EVALUATION AND IMPLEMENTATION OF NEW SCIENCE CURRICULUMS. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 39 PAGES, $1.50. (AG)

ED 011 865 SE 002 120

DAEDALUS, SCIENCE AND CULTURE ISSUE, WINTER 1965.
By- GRAUBARD, STEPHEN R. AND OTHERS
AMERICAN ACADEMY OF ARTS AND SCIENCE, BOSTON, MASS
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *HUMANITIES, *SCIENCE EDUCATION, *SOCIAL SCIENCES, *SOCIAL VALUES, AMERICAN ACADEMY OF ARTS AND SCIENCES, BOSTON, CULTURAL FACTORS, CULTURE, ESSAYS, SCIENCES, SOCIOCULTURAL PATTERNS,

THE INTERRELATIONS BETWEEN THE HUMANITIES, THE SOCIAL SCIENCES, THE SCIENCES, AND THE ARTS IN CONTEMPORARY CULTURE ARE EXPLORED IN THIS SERIES OF ESSAYS DEVELOPED FOR THE AMERICAN ACADEMY OF ARTS AND SCIENCES. SCHOLARS IN THE HUMANITIES, NATURAL SCIENTISTS, ARTISTS, SOCIAL SCIENTISTS, AND ADMINISTRATORS ADDRESS THEMSELVES TO THE PROBLEMS OF (1)

THE DEFINITION OF "CULTURE," (2) THE STATE OF OUR CULTURE, AND (3) THE PLACE OF SCIENCE IN CULTURE. PRIMARY EMPHASIS IN FOUR PAPERS IN THE INTRODUCTORY SECTION IS ON TERMINOLOGY AND HISTORICAL DEVELOPMENTS. A SECOND SECTION CONSIDERS THE PROBLEM OF COMMUNICATIONS BETWEEN THE SUBGROUPS OF OUR CULTURE. THE FINAL SECTION OF THE DOCUMENT IS CONCERNED WITH THE FORCES OF DISJUNCTION IN OUR SOCIETY AND THE CAUSES OF ALIENATION AND ANOMIE OF THE INDIVIDUAL IN OUR CULTURE. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN ACADEMY OF ARTS AND SCIENCES, 280 NEWTON STREET, BROOKLINE STATION, BOSTON, MASSACHUSETTS 02106, 270 PAGES, $2.00. (AG)

ED 011 866 SE 002 194

GUIDELINES AND SUGGESTED TITLE LIST FOR UNDERGRADUATE CHEMISTRY LIBRARIES, A REPORT OF A.C.C.C. PANEL MEETINGS ON GUIDELINES FOR BOOKLISTS AND LIBRARY DEVELOPMENT (WASHINGTON, D.C., FEBRUARY 1965).
BY- LIPPINCOTT, W.T. AND OTHERS
ADVISORY COUNCIL ON COLL. CHEMISTRY
REPORT NUMBER SER-PUB-12 PUB DATE APR 66
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *BOOKLISTS, *CHEMISTRY, *COLLEGE SCIENCE, *TEXTBOOKS, ADVISORY COUNCIL ON COLLEGE CHEMISTRY (ACCC),

MINIMUM HOLDINGS FOR AN UNDERGRADUATE COLLEGE CHEMISTRY LIBRARY ARE SUGGESTED BY THE ADVISORY COUNCIL ON COLLEGE CHEMISTRY. THE TITLE LIST PRESENTED IN THIS DOCUMENT IS RECOMMENDED FOR PLANNING NEW LIBRARIES, NOT AS A CHECK LIST FOR THOSE ALREADY ESTABLISHED. ITEMS INCLUDED WERE SELECTED BY A COMMITTEE AND REVIEWED BY OUTSTANDING COLLEGE CHEMISTRY TEACHERS AND RESEARCHERS. INTRODUCTORY SECTIONS PROVIDE INFORMATION ABOUT (1) LIBRARY ORGANIZATION, (2) ACQUISITION OF BOOKS AND PERIODICALS, (3) INTERLIBRARY LOANS AND PHOTOREPRODUCTION, (4) LIBRARIANS, AND (5) SOURCES OF INFORMATION RELATED TO MATERIALS ACQUISITION. THE REMAINDER OF THE VOLUME IS DEVOTED TO LISTS OF (1) JOURNALS AND ABSTRACTS, (2) REVIEW SERIALS, (3) FOREIGN LANGUAGE TITLES, (4) GOVERNMENT PUBLICATIONS, AND (5) TEXTBOOKS. ITEMS ARE GENERALLY LISTED ALPHABETICALLY BY TITLE OR AUTHOR AND INCLUDE COMPLETE CITATIONS AND PRICES. LISTINGS IN SEVERAL SECTIONS INCLUDE BRIEF DESCRIPTIONS. (AG)

ED 011 867 SE 002 201

TEACHING EARLY ADOLESCENTS TO THINK.
BY- BAUGHMAN, M. DALE
JUNIOR HIGH SCHOOL ASSN. OF ILLINOIS, URBANA
PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *CREATIVE THINKING, *CRITICAL THINKING, *ENGLISH EDUCATION, *INQUIRY TRAINING, *PAPERS, *SECONDARY SCHOOL SCIENCE, *SOCIAL STUDIES, ART EDUCATION, BIBLIOGRAPHIES, COGNITIVE PROCESSES, INDUCTIVE METHODS, JUNIOR HIGH SCHOOL ASSOCIATION OF ILLINOIS, PROBLEM SOLVING, SPEECHES, STUDENT CHARACTERISTICS, TEACHING METHODS, URBANA,

A SERIES OF PAPERS DEALING WITH THE TEACHING OF THINKING TO ADOLESCENTS IS CONTAINED IN THIS REPORT FROM THE JUNIOR HIGH SCHOOL ASSOCIATION OF ILLINOIS. TOPICS INCLUDE--(1) A REVIEW OF THE LITERATURE ON THINKING AND TEACHING, (2) THE DEVELOPMENT OF INDEPENDENT THINKING, (3) FACTORS RELATED TO THINKING READINESS, (4) TEACHING PUPILS HOW TO THINK, (5) RELATIONSHIPS BETWEEN EMOTIONS AND THINKING, (6) THE ROLE OF INQUIRY IN LEARNING, (7) INQUIRY TRAINING, (8) THE USE OF THE INDUCTIVE METHOD IN TEACHING, AND (9) THE INFLUENCE OF MODERN MATHEMATICS ON THE TEACHING OF THOUGHT PROCESSES. MOST OF THE PAPERS INCLUDE BIBLIOGRAPHIES. LISTS OF FUTURE PLANS AND EXISTING BARRIERS TO TEACHING ADOLESCENTS TO THINK BETTER, OBTAINED IN A SURVEY OF 167 JUNIOR HIGH SCHOOL PRINCIPALS, AND STATEMENTS OF TEACHERS RELATED TO THE TEACHING OF THOUSHT PROCESSES IN ENGLISH, GEOGRAPHY, SCIENCE, MATHEMATICS, AND ART ARE INCLUDED. (AG)

ED 011 868 SP 000 542

EDUCATIONAL ATTITUDES AND PERCEPTIONS OF DESIRABLE TRAITS OF TEACHERS.
BY- KERLINGER, FRED PEDHAZUR, ELAZAR
PUB DATE 10 FEB 67
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *EDUCATIONAL VALUES, *EFFECTIVE TEACHING, *TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, *TEACHER ORIENTATION, EDUCATIONAL ATTITUDES, EDUCATIONAL ATTITUDES SCALES, NEW YORK CITY, STANDARDIZED TESTS, STATISTICAL ANALYSIS, STUDENTS, TABLES (DATA), TASK PERFORMANCE, TEACHER CHARACTERISTICS SCALE,

TO TEST THE HYPOTHESIS THAT PERCEPTIONS OF THE CHARACTERISTICS OF EFFECTIVE TEACHERS ARE INFLUENCED BY JUDGES' ATTITUDES TOWARD EDUCATION, SEVEN "SUCCESSFUL" ADJECTIVE-CHECKLIST AND AGREE-DISAGREE SCALES (AMONG AN INITIAL 11 SCALES) WERE ADMINISTERED TO EIGHT SAMPLES OF FROM 131 TO 556 TEACHERS AND GRADUATE EDUCATION STUDENTS IN FIVE STATES. THOSE WHO CHARACTERIZED THEMSELVES AS HAVING PROGRESSIVE PHILOSOPHIES OF EDUCATION TENDED TO PERCEIVE PERSON-ORIENTED TRAITS AS DESIRABLE FOR TEACHERS, WHILE "TRADITIONALISTS" SELECTED TASK-ORIENTED TRAITS AS DESIRABLE. FOR THE NEW YORK AND INDIANA SAMPLES (457), BOTH TEN- AND FOUR-FACTOR FIRST-ORDER ANALYSES WERE PERFORMED FOR A PROGRESSIVE-TRADITIONAL SCALE AND A TASK VERSUS PERSON-ORIENTED SCALE. TWO SECOND-ORDER FACTORS WERE EXTRACTED--ONE CHARACTERIZED BY PROGRESSIVISM AND PERSON-ORIENTED FIRST-ORDER FACTORS, AND THE OTHER BY TRADITIONALISM AND TASK-ORIENTED FIRST-ORDER FACTORS. THIS STRUCTURAL CONGRUENCE CONFIRMS THE HYPOTHESIS. THE AUTHORS FURTHER CONCLUDED THAT PROGRESSIVISM AND TRADITIONALISM ARE THE UNITIES UNDERLYING THE DOMAINS OF EDUCATIONAL ATTITUDES OR PHILOSOPHIES AND OF PERCEIVED TEACHER TRAITS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 10,1967). (LC)

ED 011 869 SP 000 810

ANNUAL EDUCATIONAL BIBLIOGRAPHY OF THE INTERNATIONAL BUREAU OF EDUCATION, 1964.
INTERNATIONAL BUREAU OF EDUC.,GENEVA (SWITZERLAND)
REPORT NUMBER IBE-PUB-284 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *COMPARATIVE EDUCATION, *EDUCATION, *INDEXES (LOCATERS), ADULT EDUCATION, CURRICULUM PLANNING, DISCIPLINE POLICY, EDUCATIONAL EQUIPMENT, EDUCATIONAL RESOURCES, EDUCATIONAL THEORIES, GENEVA, HIGHER EDUCATION, HYGIENE, INTERNATIONAL EDUCATIONAL

LIBRARY, PERSONALITY DEVELOPMENT, PRIMARY EDUCATION, SCHOOL ADMINISTRATION, SECONDARY EDUCATION, SWITZERLAND, TEACHING CONDITIONS,

THIS ANNUAL EDUCATIONAL BIBLIOGRAPHY IS AN ANNOTATED CATALOG OF ABOUT 1,000 OF THE CHIEF EDUCATIONAL PUBLICATIONS INCORPORATED IN THE INTERNATIONAL EDUCATION LIBRARY DURING 1964. THE AREAS COVERED ARE--(1) GENERALITIES, (2) THEORY AND EDUCATION, (3) GENERAL ASPECTS OF EDUCATION COVERING SUCH FUNDAMENTAL TYPES OF EDUCATION AS THE TEACHING STAFF, SCHOOL ORGANIZATION, INTELLECTUAL EDUCATION, SYSTEMS OF EDUCATION, DISCIPLINE, SCHOOL BUILDINGS, SCHOOL HYGIENE, THE PUPIL, AND SPECIAL EDUCATION, (4) PRIMARY EDUCATION, (5) SECONDARY EDUCATION, (6) ADULT EDUCATION, (7) SPECIAL DIDACTICS, (8) EDUCATION ACCORDING TO SEX AND AGE, (9) EDUCATION OF THE PERSONALITY, (10) HIGHER EDUCATION, (11) SCHOOL ADMINISTRATION, AND (12) RELATED TOPICS, WHICH INCLUDE PSYCHOANALYSIS, CHILD AND ADOLESCENT PSYCHOLOGY, PSYCHIATRY, AND TELEVISION. AN ALPHABETICAL AUTHOR INDEX IS INCLUDED. (HA)

ED 011 870 SP 000 884

FRONTIERS IN TEACHER EDUCATION. ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (18TH, 1966). NINETEENTH YEARBOOK.
BY- RUDDECK, VIRGINIA
AMERICAN ASSN.OF COLL.FOR TEACHER EDUC.,WASH.,D.C.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CURRICULUM RESEARCH, *FEDERAL GOVERNMENT, *INNOVATION, *STATE GOVERNMENT, *TEACHER EDUCATION, ACCREDITATION (INSTITUTIONS), DISADVANTAGED YOUTH, DISTRICT OF COLUMBIA, EVALUATION, PEACE CORPS, TEACHER CORPS, TEACHER INTERNS, URBAN SCHOOLS,

THE 14 PAPERS APPEARING IN THIS REPORT OF THE PROCEEDINGS ARE--(1) "LEADERSHIP FOR INTELLECTUAL FREEDOM IN HIGHER EDUCATION," (2) "SOME IMPLICATIONS OF FEDERAL INVOLVEMENT IN EDUCATION," (3) "OLD AND NEW FRONTIERS," (4) "FRONTIERS, REAL AND MYTHICAL," (5) "CHALLENGES FOR TEACHER EDUCATION," (6) "THE COMPACT FOR EDUCATION," (7) "FEDERATION OF REGIONAL ACCREDITING ASSOCIATIONS," (8) "CURRICULUM INNOVATION FROM THE LOGIC OF THE DISCIPLINES," (9) "CURRICULUM INNOVATION FROM THE NATURE OF THE PROCESS," (10) "CONCEPTS BASIC IN THE ACCREDITATION OF TEACHER EDUCATION," (11) "THE COORDINATING BOARD," (12) "IMPLICATIONS OF THE NEW NCATE CONSTITUTION FOR THE REBUILDING OF PRESENT STANDARDS AND THEIR FUTURE EVALUATION," (13) "IMPLICATIONS OF THE NEW NCATE CONSTITUTION FOR CHANGES IN THE PROCESS OF ACCREDITATION," AND (14) "PREPARATION OF AMERICAN TEACHERS IN THE FIELD OF WORLD AFFAIRS." ALSO PRESENTED ARE REPORTS OF CONFERENCE SESSIONS ON (1) "NEW DEVELOPMENTS IN EDUCATION--IMPLICATIONS AND ISSUES FOR TEACHER EDUCATION," (2) "RESEARCH AND INNOVATION IN TEACHER EDUCATION," (3) "NEW AND CREATIVE USES OF MEDIA IN TEACHER EDUCATION," AND (4) "PREPARING EDUCATIONAL PERSONNEL FOR DISADVANTAGED CHILDREN AND YOUTH," AN EVALUATION OF THEIR AMERICAN CAMPUS EXPERIENCE BY 2 AACTE INTERNS. SUBCOMMITTEE REPORTS AND A DIRECTORY OF OFFICERS, COMMITTEES, AND MEMBERS ARE ALSO INCLUDED. THIS DOCUMENT IS AVAILABLE AS NINETEENTH YEARBOOK, FROM EXECUTIVE SECRETARY, AACTE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $5.00. (LC)

ED 011 871 SP 000 922

RESEARCH ON STUDENT TEACHING, 1950-1965.
BY- MILLER, LEON AND OTHERS
ASSOCIATION FOR STUDENT TEACHING
REPORT NUMBER AST-RB-5 PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *BIBLIOGRAPHIES, *EVALUATION, *RESEARCH, *STUDENT TEACHERS, *STUDENT TEACHING, ATTITUDE CHANGE, BEGINNING TEACHERS, CEDAR FALLS, FOLLOWUP STUDIES, TEACHER ATTITUDES, TEACHER SUPERVISION,

BRIEF LITERATURE SURVEYS COVER JOURNAL ARTICLES AND DISSERTATIONS IN FIVE FIELDS--(1) PROBLEMS OF STUDENT TEACHERS, (2) FOLLOWUP STUDIES OF 1ST-YEAR TEACHERS, (3) VALUE OF STUDENT TEACHING AS SEEN BY STUDENT TEACHERS, TEACHERS, AND ADMINISTRATORS, (4) CHANGES DURING STUDENT TEACHING AS MEASURED BY PRETESTS AND POST-TESTS, AND (5) NEEDED RESEARCH ON STUDENT TEACHING PROGRAMS. CITATIONS AVERAGE 13 PER FIELD. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATION FOR STUDENT TEACHING, STATE COLLEGE OF IOWA, CEDAR FALLS, IOWA 50613, 40 PAGES, $1.50. (PP)

ED 011 872 SP 000 924

TEACHERS WHO REMAIN IN THE CLASSROOM--AN INTERVIEW STUDY OF PERSISTING TEACHERS.
BY- HORN, ETHEL
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION
PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *INTERVIEWS, *LONGITUDINAL STUDIES, *TEACHER ATTITUDES, *TEACHER BACKGROUND, *TEACHER PERSISTENCE, BIBLIOGRAPHIES, GRADUATES, INDIVIDUAL DIFFERENCES, NEW YORK CITY, RATING SCALES, TABLES (DATA), TEACHER PARTICIPATION,

TO IDENTIFY FACTORS ASSOCIATED WITH PERSISTENCE IN TEACHING AND TO SUPPLEMENT A 10-YEAR LONGITUDINAL QUESTIONNAIRE SURVEY OF THE 1954 CLASS OF CITY UNIVERSITY OF NEW YORK STUDENT TEACHERS, 50 ELEMENTARY AND SECONDARY SCHOOL TEACHERS, WHO HAD BEEN TEACHING FROM 7 TO 10 YEARS SINCE GRADUATION, WERE INTERVIEWED. THE SUBJECTS WERE DRAWN FROM A TOTAL OF 210 GRADUATES WHO HAD RESPONDED TO FOUR PRIOR QUESTIONNAIRES. A CONTENT ANALYSIS BASED ON SUMMARIES OF THE INTERVIEWS AND A SERIES OF RATING SCALES WAS USED. FINDINGS INDICATED THAT (1) SEX, MARITAL STATUS, AND AGE OF CHILDREN ARE THE DOMINATING FACTORS IN TEACHER PERSISTENCE, (2) THE SAMPLE WAS STRIKINGLY HOMOGENEOUS IN THEIR EARLY FAMILY BACKGROUND, IN THEIR SELF-DESCRIPTION OF CHILDHOOD QUALITIES, AND IN THEIR SOURCE OF ATTRACTION TO TEACHING, FOR EXAMPLE, ADMIRATION FOR THEIR EARLY TEACHERS, (3) THEY EXPERIENCED "REALITY SHOCK" IN THEIR INITIAL TEACHING EXPERIENCES, WHICH THEY ATTRIBUTED TO INADEQUATE METHODS COURSES IN THEIR TRAINING PROGRAMS, AND (4) MOST WOMEN EXPECTED TO REMAIN IN CLASSROOM TEACHING, WHILE MANY OF THE MEN PLANNED TO BECOME PRINCIPALS, AND (5) VARIABLES FOUND UNRELATED TO PERSISTENCE WERE GRADE LEVEL TAUGHT, LEVEL OF MORALE, AND DIFFERING EDUCATIONAL PHILOSOPHY. THE REMARKS OF INTERVIEWEES LED TO THE RECOMMENDATION THAT TEACHERS BE INCLUDED IN CURRICULUM PLANNING RATHER THAN BEING MERELY PASSIVE RECIPIENTS OF

ORDERS FROM OUTSIDE "EXPERTS" AND "SUPERIORS." (AW)

ED 011 873 SP 000 972

THE ROLE OF TEACHERS' ORGANIZATIONS IN EDUCATIONAL PLANNING. WCOTP THEME STUDY, 1966.
WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ATTITUDES, *COMPARATIVE EDUCATION, *EDUCATIONAL NEEDS, *EDUCATIONAL PLANNING, *PROFESSIONAL ASSOCIATIONS, ADMINISTRATION, DISTRICT OF COLUMBIA, EDUCATIONAL FINANCE, EVALUATION, SOCIAL INFLUENCES, SURVEYS,

TO PROMOTE INTERNATIONAL EDUCATIONAL PLANNING--AIMED AT ECONOMIC GROWTH, SOCIAL DEVELOPMENT, POLITICAL STABILITY, ENHANCEMENT OF THE NATIONAL CULTURAL HERITAGE, AND DEVELOPMENT OF INDIVIDUAL POTENTIAL--FISCAL, DEMOGRAPHIC, AND PEDAGOGICAL DATA WERE SECURED BY MEANS OF A QUESTIONNAIRE TO 33 TEACHERS' ORGANIZATIONS REPRESENTING 29 COUNTRIES (EXCLUDING LATIN AMERICA). REPORTS WERE SUBMITTED IN RESPONSE TO THE FOLLOWING QUESTION--WHAT ARE THE ORGANIZATION'S VIEWS AS TO THE BASIC FRAMEWORK OF EDUCATIONAL PLANNING. WHO SHOULD DETERMINE THE UNDERLYING SOCIAL PHILOSOPHY. HOW MUCH SHOULD BE SPENT ON EDUCATION. WHAT IS THE SCOPE OF THE PLANNING, DOES IT INCLUDE ALL LEVELS AND TYPES OF EDUCATION. IF NOT NOW IN EFFECT, HOW COULD THE PATTERN BE IMPLEMENTED. WHAT ARE YOUR COUNTRY'S PRACTICES WITH RESPECT TO THE SIX STAGES OF EDUCATIONAL PLANNING--(1) ESTABLISHING AIMS, POLICIES, AND PRIORITIES, (2) ASSESSING THE EXISTING SITUATION, (3) SETTING FUTURE TARGETS CONSISTENT WITH NATIONAL NEEDS, (4) TESTING THE FEASIBILITY OF THESE TARGETS, (5) PUTTING THE PLAN INTO EFFECT, AND (6) EVALUATING THE PLAN AND ITS IMPLEMENTATION. LASTLY, WHAT HAS YOUR ORGANIZATION LEARNED FROM ITS INVOLVEMENT IN EDUCATIONAL PLANNING THAT COULD BENEFIT COLLEAGUES IN OTHER COUNTRIES. BRIEF (UP TO FOUR-PAGE) REPORTS FROM THE 33 TEACHERS' ORGANIZATIONS IN THE 29 COUNTRIES ON THESE QUESTIONS ARE GIVEN. (AW)

ED 011 874 SP 000 987

COGNITIVE OBJECTIVES REVEALED BY CLASSROOM QUESTIONS ASKED BY SOCIAL STUDIES STUDENT TEACHERS.
BY- DAVIS, O.L., JR. TINSLEY, DREW C.
PUB DATE FEB 67
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *COGNITIVE PROCESSES, *LESSON OBSERVATION CRITERIA, *QUESTIONING TECHNIQUES, *SOCIAL STUDIES, *STUDENT TEACHER RELATIONSHIP, BIBLIOGRAPHIES, COMPREHENSION, NEW YORK CITY, RETENTION, SECONDARY EDUCATION, STUDENT TEACHERS, TABLES (DATA), TEACHER PUPIL QUESTION INVENTORY (TPQI),

TO DETERMINE THE RANGE OF COGNITIVE OBJECTIVES IMPLICIT IN THE QUESTIONS ASKED BY STUDENT TEACHERS AND THEIR PUPILS IN HIGH SCHOOL SOCIAL STUDIES CLASSES, 44 CLASSES WERE OBSERVED ACCORDING TO THE TEACHER PUPIL QUESTION INVENTORY (TPQI) DEVELOPED BY THE INVESTIGATORS. THE TPQI REQUIRES A 30-MINUTE CLASSROOM OBSERVATION DIVIDED INTO ALTERNATING 5-MINUTE PERIODS. EACH QUESTION ASKED BY THE TEACHER OR PUPIL IS CLASSIFIED INTO ONE OF NINE CATEGORIES--MEMORY, INTERPRETATION, TRANSLATION (OR TRANSFORMATION), APPLICATION, ANALYSIS, SYNTHESIS, EVALUATION, AFFECTIVITY, AND PROCEDURE. THE RESULTS SHOWED THAT BOTH TEACHERS AND PUPILS ASKED MORE "MEMORY" QUESTIONS THAN ALL OTHERS COMBINED. NEXT IN FREQUENCY WERE "INTERPRETATION" AND "TRANSLATION" QUESTIONS. THESE TWO CATEGORIES CAN BE COMBINED INTO ONE, "COMPREHENSION," DESCRIBED BY BLOOM (1965) AS THE LOWEST FORM OF INTELLECTUAL ACIVITY. THEREFORE, THE INTELLECTUAL ATMOSPHERE OF THESE CLASSES CAN BEST BE CHARACTERIZED AS MEAGER. TO REMEDY THIS SITUATION, THE AUTHORS PROPOSE THAT (1) MORE ATTENTION BE GIVEN TO DIFFERENT COGNITIVE OBJECTIVES IN SOCIAL STUDIES CLASSROOMS AND (2) INCREASED, SPECIFIC UNDERSTANDING OF QUESTIONING AND ITS PURPOSES AND IMPROVED QUESTIONING SKILLS BE INCLUDED IN TEACHER EDUCATION PROGRAMS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 1967). (LC)

ED 011 875 SP 001 016

EVALUATIVE CRITERIA FOR ACCREDITING TEACHER EDUCATION, A SOURCE BOOK ON SELECTED ISSUES.
BY- HASSANARI, KARL AND OTHERS
AMERICAN ASSN.OF COLL.FOR TEACHER EDUC.,WASH.,D.C.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ACCREDITATION (INSTITUTIONS), *PROFESSIONAL ORGANIZATIONS, *PROGRAM IMPROVEMENT, *TEACHER EDUCATION, *TEACHERS COLLEGES, CURRICULUM, DISTRICT OF COLUMBIA, EVALUATON, NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE), RATING SCALES, STANDARDS,

TEN PAPERS ON THE THEME "EVALUATIVE CRITERIA FOR ACCREDITING TEACHER EDUCATION" ARE INCLUDED IN THIS SOURCEBOOK. THEY ARE--(1) NCATE CRITERIA AND PROCEDURES--AN ANALYSIS OF SOME ISSUES AND PROBLEMS," (2) "CONCEPTS BASIC IN THE ACCREDITATION OF TEACHER EDUCATION," (3) "ACCREDITATION AND EXCELLENCE," (4) A POSITION PAPER ON "MINIMUM STANDARDS VERSUS IMPROVING TEACHER EDUCATION," (5) "BY WHAT YARDSTICK SHALL WE BE JUDGED," (6) "SHOULD THE CRITERIA DEAL PRIMARILY OR EVEN EXCLUSIVELY WITH THE "PROFESSIONAL EDUCATION" COMPONENT," (7) "A POSSIBLE CONTRIBUTION OF SPECIALIZED PEROFESSIONAL GROUPS TO ACCREDITATION," (8) "THE PROCESS VERSUS THE PRODUCT ISSUE IN THE ACCREDITATION OF TEACHER EDUCATION," (9) "IMPERATIVES FOR EXCELLENCE IN TEACHER EDUCATION," AND (10) "NOTES ON TWO ISSUES OF ACCREDITATION STANDARDS FOR TEACHING EDUCATION." A SECTION OF QUESTIONS RELATED TO THE ISSUES IS INCLUDED AS ARE APPENDIXES WHICH GIVE (1) NCATE STANDARDS FOR ACCREDITATION OF TEACHER EDUCATION, (2) DEVELOPMENT IN ACCREDITATION, 1965-66, AND (3) NCATE CONSTITUTION, AS AMENDED OCTOBER 1965. THIS DOCUMENT IS AVAILABLE FROM EXECUTIVE SECRETARY, THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.50. (AW)

ED 011 876 SP 001 024

INNOVATION IN TEACHER EDUCATION, REPORT OF A CONFERENCE (NORTHWESTERN UNIVERSITY, NOVEMBER 16-17, 1964).
BY- KRUNDEIN, ELIEZER
NORTHWESTERN UNIV., EVANSTON, ILL.
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *FIELD EXPERIENCE PROGRAMS, *INNOVATION, *STATE

GOVERNMENT, *TEACHER EDUCATION, *UNIVERSITIES, CLINICAL PROFESSORS, CONFERENCES, COOPERATING TEACHERS, EVANSTON, LABORATORY SCHOOLS, TEACHER COLLEGES, TEACHER SUPERVISION,

THIS VOLUME OF PROCEEDINGS ON "INNOVATION IN TEACHER EDUCATION" CONTAINS PAPERS ON (1) "TEACHER EDUCATION IN PERSPECTIVE," (2) "STATE AND NATIONAL FORCES AFFECTING TEACHER EDUCATION," AND (3) "THE CLINICAL PROFESSORSHIP AND CLINICAL EXPERIENCES." A DIGEST OF THE CONFERENCE'S PROCEEDINGS IS LISTED UNDER THE GENERAL HEADINGS OF (1) AIMS OF EDUCATION AND OF TEACHER EDUCATION, (2) CONTROL OF TEACHER EDUCATION, (3) UNIVERSITY POLICIES AND PROGRAMS IN TEACHER EDUCATION, (4) THE ALL-UNIVERSITY APPROACH TO TEACHER EDUCATION, AND (5) THE CLINICAL PROFESSORSHIP AND CLINICAL EXPERIENCES. MAJOR CONCLUSIONS OF THE CONFERENCE WERE--(1) NECESSITY OF A UNIVERSITY-WIDE APPROACH TO TEACHER EDUCATION, (2) NEED FOR A STRONGER ROLE OF STATE DEPARTMENTS OF EDUCATION IN ACCREDITATION, CERTIFICATION, RESEARCH AND FINANCIAL AID, AND (3) DESIRABILITY OF GREATER EMPHASIS ON LABORATORY EXPERIENCES, THROUGH SUPERVISION BY PROFESSORS FAMILIAR WITH BOTH THE THEORY AND THE PRACTICAL PROBLEMS OF TEACHING CHILDREN, AND THE INCREASED USE OF COOPERATING SCHOOLS. THIS DOCUMENT IS AVAILABLE FROM NORTHWESTERN UNIVERSITY PRESS, 1840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201, 83 PAGES. (AW)

ED 011 877 SP 001 047

DIMENSIONS OF TEACHER'S ATTITUDES TOWARD INSTRUCTIONAL MEDIA.
BY- TOBIAS, SIGMUND

PUB DATE APR 67

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUTOMATION, *INSTRUCTIONAL MATERIALS, *PROGRAMED INSTRUCTION, *TEACHER ATTITUDES, BOSTON, FACTOR ANALYSIS, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL TECHNOLOGY, RATING SCALES,

TEACHERS' RATINGS ON SIX 7-POINT SEMANTIC DIFFERENTIAL SCALES (GOOD-BAD, WORTHLESS-VALUABLE, FAIR-UNFAIR, MEANINGLESS-MEANINGFUL, WISE-FOOLISH, DISREPUTABLE-REPUTABLE) WERE OBTAINED FOR THE FOLLOWING TERMS--AUTOMATED INSTRUCTION, SELF-INSTRUCTIONAL PROGRAM, TEACHING MACHINE, MECHANIZED TUTOR, PROGRAMED TEST, PROGRAMED INSTRUCTION, TUTOR TEXT, WORK TOOLS, EXERCISE BOOK, FILMSTRIP, AUDIOVISUAL EDUCATION, FLASHCARD, TEXTBOOK, TV TUTOR, EDUCATIONAL TECHNOLOGY, EDUCATIONAL TELEVISION. FACTOR ANALYSIS OF THE 179 RATINGS YIELDED THREE FACTORS--(1) PROGRAMED INSTRUCTION, (2) TRADITIONAL TEACHING AIDS, AND (3) AUDIOVISUAL DEVICES. HOWEVER, THE FACTORS OF PROGRAMED INSTRUCTION AND AUDIOVISUAL DEVICES WERE ALSO CONSIDERED TO INDICATE THE DEGREE TO WHICH A TERM CONNOTES REPLACEMENT OF THE TEACHER'S INSTRUCTIONAL FUNCTION BY MACHINE OR AUTOMATION. TRADITIONAL TEACHING AIDS ON THE OTHER HAD, APPEARED TO REFLECT THE DEGREE TO WHICH TEACHERS FEEL A DEVICE IS LIKELY TO BE USED BY THEM, RATHER THAN INDEPENDENTLY OF THEM. DEVICES LOADING ON FACTOR TWO, TRADITIONAL TEACHING AIDS, WERE VIEWED MORE POSITIVELY BY TEACHERS. THE AUTHOR CONCLUDED THAT TEACHERS HAVE SIGNIFICANTLY LESS FAVORABLE ATTITUDES TOWARD TERMS WHICH DIRECTLY CONNOTE AUTOMATION THAN THEY DO TOWARD COMPARABLE TERMS THAT ARE NOT IDENTIFIED WITH AUTOMATION. THIS FINDING IS INTERPRETED IN TERMS OF THREAT. THIS PAPER WAS PRESENTED AT THE EASTERN PSYCHOLOGICAL ASSOCIATION CONVENTION (BOSTON, APRIL 1967). (LC)

ED 011 878 SP 001 054

A FRESH LOOK AT SUPERVISION.
BY- ANIDON, EDMUND J. AND OTHERS

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *DISCUSSION GROUPS, *FEEDBACK, *INSERVICE TEACHER EDUCATION, *INTERACTION PROCESS ANALYSIS, *TEACHER SUPERVISION, BIBLIOGRAPHIES, INSTRUCTIONAL IMPROVEMENT, ROLE PLAYING, TAPE RECORDINGS, TEACHING TECHNIQUES, VERBAL LEARNING,

TO PROVIDE THE CHALLENGE FOR IMPROVING TEACHING BEHAVIOR WITHOUT THE THREAT THAT COMMONLY ACCOMPANIES A TEACHER-SUPERVISOR EVALUATION PROCEDURE, 22 TEACHERS IN A 2-YEAR ELEMENTARY SCHOOL INSERVICE PROGRAM HELD GROUP SESSIONS, GUIDED BY A SUPERVISOR, IN WHICH TEACHING BEHAVIOR WAS DISCUSSED. THE TECHNIQUES USED INCLUDED FLANDERS' INTERACTION ANALYSIS, ROLE PLAYING, TAPE RECORDING, HYPOTHESES DEVELOPMENT, AND EXPERIMENTATION WITH TEACHING BEHAVIORS. SUBSEQUENTLY, MORE THAN HALF THE TEACHERS DECIDED TO ANALYZE THEIR TEACHING THROUGH INTERACTION ANALYSIS AND TO EXAMINE INDIVIDUAL PROBLEMS THROUGH GROUP ANALYSES OF TAPE RECORDINGS OF THEIR OWN TEACHING. IT WAS FELT THAT FEEDBACK DURING THESE GROUP DISCUSSIONS SHOULD DESCRIBE RATHER THAN EVALUATE COVER AREAS PERCEIVED SUSCEPTIBLE TO CHANGE BY THE RECIPIENT, FOLLOW UPON REQUEST OF THE RECIPIENT, COVER CURRENT MATERIAL, CONCERN SPECIFIC TEACHING ACTS, AND NOT REQUIRE A TEACHER TO DEFEND HIS TEACHING. GROUP SUPERVISION APPEARED TO HAVE A POSITIVE INFLUENCE ON FACULTY INTERPERSONAL RELATIONSHIPS, COMMUNICATIONS, GOAL-SETTING, AND BEHAVIORAL NORMS. INTERACTION ANALYSIS ALSO APPEARED TO INCREASE THE TEACHERS' SENSITIVITY TO THEIR VERBAL BHEHAVIOR AND ITS EFFECTS ON CLASSROOM CLIMATE AND INDIVIDUAL PUPILS. (LC)

ED 011 879 SP 001 069

STUDENT CREATIVITY, INTELLIGENCE, ACHIEVEMENT, AND TEACHER CLASSROOM BEHAVIOR.
BY- STEVENS, JOHN C. AND OTHERS
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ACADEMIC ABILITY, *CREATIVITY, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, *TEACHING STYLE, APPARATUS TEST, BIBLIOGRAPHIES, FACTOR ANALYSIS, HIGH SCHOOL STUDENTS, PLOT TITLES TEST, PUPIL OBSERVATION SURVEY (POS), STANDARDIZED TESTS, TABLES (DATA), UTILITY TEST,

TO DETERMINE WHETHER STUDENTS WHO PERCEIVE THEIR TEACHERS DIFFERENTLY ALSO DIFFER IN CREATIVITY, A SAMPLE OF 197 STUDENTS (82 MALES AND 115 FEMALES) WAS RANDOMLY SELECTED FROM ONE HIGH SCHOOL. EACH STUDENT WAS GIVEN THREE TESTS OF COGNITIVE FACTORS--THE UTILITY TEST (LISTING DIFFERENT USES FOR A BRICK AND A WOODEN PENCIL), THE APPARATUS TEST (SUGGESTING TWO IMPROVEMENTS FOR EACH OF 10 COMMON ITEMS), AND THE PLOT TITLES TEST (COMPOSING DIFFERENT TITLES FOR FOUR STORY PLOTS)--AS WELL AS THE PUPIL OBSERVATION SURVEY (POS) (ON WHICH THE STUDENT RATED HIS ENGLISH TEACHER ON AMOUNT OF CONTROL, STIMULATION, AMIABILITY, AND KNOWLEDGEABILITY). RESULTS OF FACTOR ANALYSES OF THESE MEASURES AND CORRELATIONS

WITH ACHIEVEMENT AND INTELLIGENCE DATA FROM SCHOOL FILES WERE--(1) THE THREE CREATIVITY TESTS YIELDED FOUR FACTORS CONSISTENT WITH PREVIOUS ANALYSES (COMMON PLOT TITLES, CLEVER PLOT TITLES, DRASTIC-MINOR APPARATUS, AND UTILITY), (2) AS IN EARLIER STUDIES, RELATIONSHIPS OF POS FACTORS WITH STUDENT CREATIVITY AND WITH ACHIEVEMENT RANGED BETWEEN LOW NEGATIVE AND LOW POSITIVE, (3) PERCEPTIONS OF THE TEACHER AS KNOWLEDGEABLE AND EXHIBITING DEMOCRATIC LEADERSHIP WERE SIGNIFICANTLY CORRELATED WITH THE THREE MEASURES OF DIVERGENT THINKING, AND (4) PERCEPTIONS OF THE TEACHER AS FRIENDLY, CHEERFUL, ADMIRED, AND STUDENT-CENTERED IN INSTRUCTION WERE EACH NEGATIVELY RELATED TO ONE OF THE MEASURES OF CREATIVITY. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (NEW YORK, 1967). (LC)

ED 011 880 SP 001 072

THE EARNING POWER OF TEACHERS, A COMPARATIVE ANALYSIS OF THE ECONOMIC FACTORS AFFECTING TEACHERS IN THE SCHOOL SYSTEM OF THE 50 LARGEST CITIES AND SELECTED SUBURBS ENROLLING 6,000 PUPILS OR MORE.

BY- BURTON, DONALD
AMERICAN FEDERATION OF TEACHERS, CHICAGO, ILL.

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *BEGINNING TEACHERS, *LIVING STANDARDS, *TEACHER DISTRIBUTION, *TEACHER EMPLOYMENT, *TEACHER SALARIES, ACADEMIC ACHIEVEMENT, CHICAGO, ECONOMIC FACTORS, TABLES (DATA), TEACHER MOTIVATION,

THIS COMPARATIVE ANALYSIS INVESTIGATED MOONLIGHTING, MINIMUM ADEQUATE FAMILY INCOME, TEACHERS' SALARIES AS AGAINST THOSE IN OTHER OCCUPATIONS, AND POTENTIAL EARNING POWER. THE AVERAGE ANNUAL INCOME OF ALL TEACHERS IN THE UNITED STATES DURING 1966-67 WAS $6,820, BELOW THAT OF MOST INDUSTRIAL, TECHNICAL, AND PROFESSIONAL EMPLOYEES. IN THE 50 LARGEST CITIES IT WAS $8,024, WITH SAN FRANCISCO ($10,033), LOS ANGELES ($9,070), AND NEW YORK ($8,900) LEADING THE OTHERS. HOWEVER, A COMPARISON OF THESE SALARIES WITH THE MINIMUM INCOME NEEDED BY FAMILIES SHOWED ONLY A SMALL SURPLUS. THUS, THE HIGH INCIDENCE OF MOONLIGHTING AMONG TEACHERS CAN BE ATTRIBUTED TO A DESIRE FOR FINANCIAL SECURITY AND EARNINGS COMPARABLE TO THOSE WITH THE SAME OR EVEN LESS EDUCATION. STATISTICS FOR BEGINNING TEACHERS AND A DETAILED BREAKDOWN OF THE TEACHER POPULATIONS IN THE VARIOUS SCHOOL SYSTEMS (EXPERIENCE, AVERAGE SALARY, PERCENT AT MAXIMUM SALARY, SUBSTITUTES) ARE ALSO PROVIDED. THIS PUBLICATION IS ALSO AVAILABLE FROM THE AMERICAN FEDERATION OF TEACHERS, 716 NORTH RUSH STREET, CHICAGO, ILLINOIS 60611, FOR $1.00. (LC)

ED 011 881 SP 001 073

ATTITUDES TOWARD EDUCATION AND PERCEPTION OF DESIRABLE TEACHER BEHAVIORS--A Q STUDY.

BY- SONTAG, MARVIN

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *EDUCATIONAL VALUES, *EFFECTIVE TEACHING, *TEACHER ATTITUDES, *TEACHER CHARATERISTICS, *TEACHER ORIENTATION, EDUCATIONAL ATTITUDES INSTRUMENT (KERLINGER ES VII), ELEMENTARY SCHOOL TEACHERS, FACTOR ANALYSIS, NEW YORK CITY, SECONDARY SCHOOL TEACHERS, STANDARDIZED TESTS,

TO INVESTIGATE HOW ATTITUDES TOWARD EDUCATION INFLUENCE PERCEPTION OF DESIRABLE TEACHER BEHAVIORS, AN EDUCATIONAL ATTITUDES INSTRUMENT (KERLINGER'S ES-VII) AND AN 80-ITEM TEACHER BEHAVIORS Q-SORT WERE ADMINISTERED TO 80 ELEMENTARY AND SECONDARY SCHOOL TEACHERS. THIRTY-TWO TEACHERS WERE RATED AS "PROGRESSIVE," 32 "TRADITIONALIST," AND 16 AS "INTERMEDIATE" ON ES-VII. FORTY RANDOMLY SELECTED SUBJECTS SORTED BEHAVIORS AS IMPORTANT FOR ELEMENTARY SCHOOL TEACHERS, AND 40 FOR SECONDARY SCHOOL TEACHERS. THE TWO RESULTING 40 BY 40 MATRICES WERE FACTOR ANALYZED, AND FOUR FACTORS WERE EXTRACTED FROM EACH. CORRELATIONS FOUND BETWEEN ELEMENTARY AND SECONDARY BEHAVIORS FOR (1) CONCERN FOR PUPILS (AS BY PROVIDING INDIVIDUALIZED MATERIALS AND SHOWING CONCERN FOR PUPILS' PERSONAL PROBLEMS), AND (2) STRUCTURE AND SUBJECT MATTER (PRESENTING WELL PLANNED LESSONS AND ADMINISTERING DISCIPLINE CONSISTENTLY). GENERALLY, PROGRESSIVES LOADED ON CONCERN FOR TEACHERS WHILE TRADITIONALISTS LOADED ON STRUCTURE AND SUBJECT MATTER. THUS THE AUTHOR CONCLUDED THAT THE PROGRESSIVISM-TRADITIONALISM DICHOTOMY UNDERLIES PERCEPTION OF TEACHER BEHAVIORS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 1967). (LC)

ED 011 882 SP 001 123

CLINICAL APPROACH TO THE INDUCTION OF TEACHERS INTO THE PROFESSION.

BY- HAMILTON, NORMAN K. AND OTHERS

PUB DATE FEB 68

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *CLINICAL PROFESSORS, *INSERVICE TEACHER EDUCATION, *STUDENT TEACHING, *TEACHER INTERNS, *TEACHER SUPERVISION, COLLEGE HIGH SCHOOL COOPERATION, COOPERATING TEACHERS, EDUCATIONAL FINANCE, GRADUATE STUDY, OREGON, SAN FRANCISCO, SUMMER SCHOOLS, SUPERVISOR QUALIFICATIONS,

TO IMPROVE THE QUALITY OF THE PRACTICUM EXPERIENCE (STUDENT TEACHING OR INTERNSHIP) IN TEACHER EDUCATION THROUGH ITS INTEGRATION INTO THE TOTAL PROGRAM AND THE DEVELOPMENT OF HIGHLY COMPETENT SUPERVISING TEACHERS, THE FOLLOWING STEPS ARE PROPOSED--(1) JOINT COLLEGE AND PUBLIC SCHOOL RESPONSIBILITIES SHOULD BE ASSUMED BY A "CLINICAL PROFESSOR," WHO WILL CONDUCT SEMINARS, HELP IMPROVE THE SKILLS OF THE CLASSROOM SUPERVISING TEACHER, AND PROVIDE EXPERT LEADERSHIP IN THE CONDUCT OF THE "CLINICAL CYCLE" (OBSERVATION OF PERFORMANCE, ANALYSIS, PLANNING STRATEGY, AND ACTUAL TEACHER-SUPERVISOR CONFERENCE), (2) SUPERVISING TEACHERS SHOULD OBTAIN INTENSIVE TRAINING BY PARTICIPATING IN THE CLINICAL CYCLE IN SUMMER SCHOOLS UNDER THE GUIDANCE OF CLINICAL PROFESSORS, AND (3) COLLEGE PROGRAMS TO SELECT AND TRAIN CLINICAL PROFESSORS SHOULD BE ESTABLISHED, WITH THE EVENTUAL GOAL OF A RECOGNIZED DOCTORATE IN CLINICAL SUPERVISION. IN THE OREGON PROGRAM THE CLINICAL PROFESSOR IS A RESIDENT IN THE SCHOOL DISTRICT (CUTTING TRAVEL TIME), RECEIVES HALF OF HIS SALARY FROM THE SCHOOL DISTRICT AND HALF FROM THE COLLEGE, RETAINS ALL BENEFITS OF THE SCHOOL SYSTEM AND THUS IS IDENTIFIED WITH IT AND ITS PURPOSES, AND HAS FULL PRIVILEGES AND RESPONSIBILITIES AS A MEMBER OF THE COLLEGE STAFF. THE MAJOR PROBLEM HAS BEEN FINANCES. THE PRESENT PROPOSAL LOOKS TO SOURCES OUTSIDE THE SCHOOL OR COLLEGE FOR FUNDS. THIS PAPER WAS PRESENTED AT THE WESTERN REGIONAL TEPS CONFERENCE (SAN FRANCISCO, FEBRUARY 1968). (LC)

ED 011 883 SP 001 139

CONCEPTUAL MODELS IN TEACHER EDUCATION, AN APPROACH TO TEACHING AND LEARNING.

BY- VERDUIN, JOHN R.
AMERICAN ASSN.OF COLL.FOR TEACHER EDUC.,WASH.,D.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL THEORIES, *LEARNING PROCESSES, *MODELS, *TEACHER EDUCATION, *TEACHING METHODS, BIBLIOGRAPHIES, CLASSROOM COMMUNICATION, COGNITIVE DEVELOPMENT, COGNITIVE PROCESSES, CONCEPT FORMATION, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, EDUCATIONAL STRATEGIES, INSTRUCTIONAL DESIGN, INTERACTION PROCESS ANALYSIS, LOGIC, TEACHER EDUCATION AND MEDIA PROJECT (TEAM),

THE VIEWS OF EACH OF 13 EDUCATIONAL THEORISTS ON HIS SPECIAL FIELD OF INTEREST IN EDUCATION, PRESENTED IN A SERIES OF SEMINARS, ARE STATED BY THE AUTHOR OF THIS RESOURCE BOOK, CLASSIFIED ACCORDING TO LA GRONE'S CATEGORIES FOR IMPROVING PRESERVICE TEACHER EDUCATION. UNDER "THE ANALYTICAL STUDY OF TEACHING" ARE THE VIEWS OF (1) B.O. SMITH ON "THE LOGICAL ASPECTS OF TEACHING," (2) TABA ON "TEACHING STRATEGIES FOR COGNITIVE GROWTH," (3) GAGE ON "PARADIGMS AND THEORIES OF TEACHING," (4) FLANDERS ON "INTERACTION ANALYSIS," (5) BELLACK ON "THE LANGUAGE OF THE CLASSROOM," AND (6) GETZELS ON "THE CLASSROOM GROUP AND THE SCHOOL AS A UNIQUE SOCIAL SYSTEM." UNDER "STRUCTURES AND USES OF KNOWLEDGE" ARE THE VIEWS OF (7) HARRY BROUDY ON THE "USES OF KNOWLEDGE," AND (8) ALBERT HICKEY ON "THE LOGICAL STRUCTURE OF TEACHING." "CONCEPTS OF HUMAN DEVELOPMENT AND LEARNING" INCLUDES DISCUSSIONS OF (9) JAMES GALLAGHER'S "STRUCTURE OF THE INTELLECT," AND (10) SUCHMAN'S "INQUIRY TRAINING." "DESIGNS FOR TEACHING-LEARNING" SUBSUMES (11) WOODRUFF'S WORK ON "CONCEPT FORMATION AND LEARNING UNIT DESIGN," AND (12) KRATHWOHL'S WORK ON "EDUCATIONAL GOALS." UNDER "DEMONSTRATION AND EVALUATION OF TEACHING COMPETENCIES" THE WORK OF HAGGIA ON "THEORIES OF INSTRUCTION" IS PRESENTED. THIS DOCUMENT IS AVAILABLE FROM EXECUTIVE SECRETARY, THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 140 PAGES, $3.00. (LC)

ED 011 884 SP 001 145

HEAD START TEACHERS' ETHNIC GROUP MEMBERSHIP AND ATTITUDE TOWARD CHILD BEHAVIOR, SOME RELATIONSHIPS.

BY- BOGER, ROBERT P.

PUB DATE FEB 67

CONTRACT OEO-C-508
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *DISADVANTAGED CHILDREN, *PRESCHOOL EDUCATION, *STUDENT BEHAVIOR, *TEACHER ATTITUDES, *TEACHER BACKGROUND, ATTITUDE TESTS, BEHAVIOR CLASSIFICATION CHECKLIST (BCC), BIBLIOGRAPHIES, CAUCASIANS, CHILD ATTITUDES SURVEY (CAS), HEADSTART PROGRAM, MEXICAN AMERICANS, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), NEGROES, TEACHER EXPERIENCE,

TO DETERMINE IF EXPERIENCED TEACHERS OF THE DISADVANTAGED WITH SIMILAR SOCIOECONOMIC BACKGROUNDS BUT OF VARIOUS ETHNIC ORIGINS WOULD DIFFER IN (1) ATTITUDES AND SENSITIVITIES TOWARD CHILD BEHAVIOR AND (2) LEVELS OF OPTIMISM ABOUT WORKING WITH AND HEADSTART TEACHERS WERE STUDIED. THE MINNESOTA TEACHER HEADSTART TEACHERS WERE STUDIED. THE MINNESOTA TEACHER ATTITUDE INVENTORY AND TWO EXPERIMENTAL SCALES, ONE DEALING WITH ATTITUDES TOWARDS SPECIFIC CHILD BEHAVIORS, THE OTHER WITH POSSIBLE CAUSES OF THAT BEHAVIOR, WERE ADMINISTERED TO THE TEACHERS WHO WERE MEXICAN-AMERICAN, ANGLO, AND NEGRO. FINDINGS WERE--(1) NEGRO AND MEXICAN-AMERICAN TEACHERS ENTERED THE PROGRAM WITH MORE EAGERNESS AND EMPATHY, (2) NEGRO AND MEXICAN-AMERICANS WERE MORE OPTIMISTIC ABOUT OBTAINING POSITIVE RESULTS, (3) ANGLO TEACHERS APPEARED LESS DOMINATIVE AND AUTHORITARIAN THAN DID MEXICAN-AMERICAN AND NEGRO TEACHERS IN THEIR ATTITUDES TOWARD CHILD BEHAVIOR (HOWEVER, THESE DIFFERENCES, PARTICULARLY BETWEEN NEGRO AND ANGLO TEACHERS, TENDED TO DECREASE WITH TEACHING EXPERIENCE), AND (4) NEGRO TEACHERS VIEWED CHILD BEHAVIOR AS BEING LESS ENVIRONMENTALLY AND MORE BIOGENICALLY DETERMINED THAN DID MEXICAN-AMERICANS, WHO, IN TURN, WERE MORE DISPOSED TO THESE VIEWS THAN WERE ANGLO TEACHERS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 1967). (RP)

ED 011 885 SP 001 148

SOME OBSERVATIONAL TECHNIQUES FOR APPRAISING DEVELOPMENT, DRAWN PRINCIPALLY FROM THE NEW YORK CITY PROJECT.

BY- DOBBIN, JOHN E.

PUB DATE 20 JAN 66

EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *INTELLECTUAL DEVELOPMENT, *MEASUREMENT TECHNIQUES, *OBSERVATION, *STUDENT BEHAVIOR, *TEACHER EDUCATON, DISADVANTAGED YOUTH, EMOTIONAL PROBLEMS, INTELLIGENCE TESTS, TEACHING GUIDES, TEST (DATA), UNIVERSITY OF GEORGIA,

ON THE BASIS OF SEVERAL ASSUMPTIONS STEMMING FROM THE PRIMARY ONE THAT "INTELLECT IS DEVELOPED RATHER THAN INHERITED," OBSERVATION TECHNIQUES WERE DEVELOPED TO OBTAIN A MORE COMPLETE AND ACCURATE DESCRIPTION OF STUDENTS' CHARACTERISTICS AS LEARNERS, PARTICULARLY SINCE INTELLECT "OPERATES IN A CONTEXT OF EMOTION THAT (INTELLIGENCE) TESTS USUALLY DON'T INCLUDE," THAT IS, REFLECT. FOUR TYPES OF MATERIALS WERE DEVELOPED. "LET'S LOOK AT FIRST GRADERS" IS A TEACHER'S GUIDE DEVELOPED FROM PIAGET'S RESEARCH ON THE BEHAVIORAL SYMPTOMS OF INTELLECTUAL DEVELOPMENT AND FROM THE EXPERIENCE OF PRIMARY TEACHERS. IT YIELDS POSITIVE RATHER THAN NEGATIVE EVIDENCE OF LEVEL OF INTELLECTUAL DEVELOPMENT IN DESCRIPTIVE RATHER THAN SCORE FORM. A SECOND SET OF MATERIALS WAS DEVELOPED FOR USE ON "INVISIBLE" (SHY, WITHDRAWN) CHILDREN. ACTIVITIES ARE DESCRIBED FOR ELICITING BEHAVIORAL SYMPTOMS FROM SUCH CHILDREN. A THIRD SET OF MATERIALS IS A COMBINATION FIRST-GRADE CURRICULUM, INTELLIGENCE TEST, AND ACHIEVEMENT TEST COVERING 3 SCHOOL MONTHS. THE CALIFORNIA STATE DEPARTMENT OF EDUCATION'S "PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS" IS A FOURTH OBSERVATION TOOL WHICH ESTIMATES THE DEGREE OF A CHILD'S ALIENATION (AS MEASURED BY TEACHER, PEERS, AND HIMSELF). IT CONTAINS MATERIALS APPROPRIATE TO PRIMARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS. EXAMPLES OF THESE TECHNIQUES ARE APPENDED. THIS PAPER WAS READ AT THE UNIVERSITY OF GEORGIA TEACHER EDUCATION CONFERENCE (JANUARY 20, 1966). (AF)

ED 011 886 SP 001 151

THE TEACHER AIDE IN NORTH CAROLINA'S COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT.

By- EMMERLING, FRANK C. CHAVIS, KANAWHA Z.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

REPORT NUMBER NSCDBE-PUB-395 PUB DATE MAY 66

EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *INDIVIDUAL CHARACTERISTICS, *SELECTION, *TEACHER AIDES, *TEACHER ATTITUDES, *TRAINING, CERTIFICATION, COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT (CSIP), INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, RALEIGH, TABLES (DATA),

THIS REPORT DESCRIBES THE SELECTION, CHARACTERISTICS, AND UTILIZATION OF TEACHER AIDES IN THE COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT. AN AIDE WAS ASSIGNED TO THREE TEACHERS IN THE PROJECT TO ASSIST THEM WITH CLERICAL, INSTRUCTIONAL, TECHNOLOGICAL, AND GENERAL DUTIES. SELECTION CRITERIA INCLUDED ABILITY AND EXPERIENCE IN MOTIVATING AND WORKING WITH CHILDREN, EMOTIONAL STABILITY, ADAPTABILITY, GOOD HEALTH AND INTELLIGENCE, WILLINGNESS TO WORK WITH ALL CULTURAL GROUPS, KNOWLEDGE OF SAFETY AND FIRST AID, AND TYPING SKILL. THE AVERAGE AIDE WAS FOUND TO BE A YOUNG WOMAN OF 32, WITH CHILDREN, AN AREA RESIDENT (SMALL TOWN OR RURAL), WITH MORE THAN THE MINIMUM 2 YEARS OF COLLEGE, AND USED TO DEALING WITH CHILDREN IN CHURCH-RELATED ACTIVITIES. TRAINING WAS MOSTLY ON-THE-JOB. AFTER WORKING AS AIDES, 49 PERCENT WERE PLANNING FOR TEACHER CERTIFICATION, 27 PERCENT WERE NOT, 16 PERCENT WERE ALREADY CERTIFIED, 5 PERCENT WERE UNDECIDED, AND 3.5 PERCENT DID NOT RESPOND. LISTED AS PROBLEMS BY 15 PERCENT WERE TEACHER COMPETITION FOR THEIR SERVICES, UNCLEAR DUTIES, AND LACK OF SPACE TO WORK WITH LARGE GROUPS. QUESTIONNAIRES AND DEPTH INTERVIEWS AFTER THE 1ST YEAR REVEALED THAT MOST SCHOOL PERSONNEL STRONGLY FAVOR THE USE OF AIDES. HOWEVER, MORE MEN WOULD BE DESIRABLE (EARLY RETIREES ARE A POSSIBLE SOURCE). ADVANCEMENT AND USE OF AIDES FOR PERSONAL SUPPORT TO UNDERACHIEVERS AND THE DISADVANTAGED NEEDS FURTHER STUDY. (AF)

ED 011 887 SP 001 152

SOCIOLOGICAL FACTORS AFFECTING RECRUITMENT INTO THE TEACHING PROFESSION ("ELEMENTS SOCIOLOGIQUES QUI INFLUENCENT LE RECRUTEMENT DES PROFESSEURS D'UNIVERSITE"). STAFFING THE UNIVERSITIES AND COLLEGES OF CANADA.

By- ROBSON, REGINALD A. H.

ASSOCIATION OF UNIVERSITIES AND COLL. IN CANADA

REPORT NUMBER NO-3 PUB DATE 66

EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *COLLEGE TEACHERS, *OCCUPATIONAL CHOICE, *SOCIOECONOMIC INFLUENCES, *STUDENT ATTITUDES, *TEACHER RECRUITMENT, ACADEMIC ABILITY, INTERACTION, OTTAWA, SELF CONCEPT, TABLES (DATA), TEACHER CHARACTERISTICS,

QUESTIONNAIRE RESPONSES FROM A SAMPLE OF 2,000 CANADIAN UNIVERSITY STUDENTS SHOWED THAT 60 PERCENT OF THEM CONSIDERED ENTERING THE ACADEMIC PROFESSION BUT THAT ONLY ONE IN 10 ACTUALLY WILL DO SO. THE PROFESSION'S ATTRACTIVE FEATURES (INTERESTING WORK AND COLLEAGUES, SOCIAL IMPORTANCE), APPEALED TO 75 PERCENT, BUT 45 PERCENT FELT THERE WAS TOO MUCH SUPERVISION, 25 PERCENT THOUGHT THE WORK INSUFFICIENTLY CHALLENGING, AND 30 PERCENT FELT PROFESSIONAL ADVANCEMENT WAS AUTOMATIC RATHER THAN DEPENDENT UPON MERIT. ABILITY TO EXPRESS THOUGHTS CLEARLY AND TO LECTURE WITHOUT EMBARRASSMENT WERE CONSIDERED IMPORTANT ABILITIES THAT WOMEN FELT THEMSELVES DEFICIENT IN AND WHICH LED THEM TO CHOOSE AN ACADEMIC CAREER LESS OFTEN THAN MEN. THOSE SELECTING AN ACADEMIC CAREER TENDED (1) TO BE MORE ABLE AND CONFIDENT, (2) TO GIVE LESS WEIGHT TO THE UNATTRACTIVE FEATURES (3) TO PLACE INTELLIGENCE ABOVE SKILL AT TEACHER-STUDENT RELATIONSHIPS AS CONSEQUENTIAL, AND (4) TO REGARD PROFESSORS AND THE ACADEMIC LIFE MORE FAVORABLY AND TO HAVE HAD GREATER CONTACT WITH PROFESSORS. RECRUITMENT FOR THE ACADEMIC PROFESSION SHOULD CONSIDER THAT UNIVERSITY TEACHING IS "LESS VISIBLE" THAN OTHER PROFESSIONS AND THAT STUDENTS WITH HIGHER ACADEMIC ABILITY ARE ATTRACTED TO ACADEMIC CAREERS BECAUSE OF OPPORTUNITIES FOR INTELLECTUAL ENDEAVORS WHEREAS LESS ABLE STUDENTS ARE MORE OFTEN ATTRACTED TO THE TEACHING ASPECTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA, OTTAWA, CANADA, FOR $2.00. (AF)

ED 011 888 SP 001 154

TEACHERS' BELIEFS, CLASSROOM ATMOSPHERE, AND STUDENT BEHAVIOR.

By- HARVEY, O.J. AND OTHERS

EDRS PRICE MF-$0.09 HC-$1.04 66P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *STUDENT BEHAVIOR, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, BEHAVIOR RATING SCALES, BIBLIOGRAPHIES, COGNITIVE TESTS, CONCEPTUAL SYSTEMS TEST, FACTOR ANALYSIS, STUDENT RATING SCALE (HARVEY), TABLES (DATA), TEACHER RATING SCALE (HARVEY), THIS I BELIEVE TEST (TIB HARVEY),

THIS STUDY INVESTIGATED THE INFLUENCE OF TEACHERS' OVERT CLASSROOM BEHAVIORS (EARLIER SHOWN TO BE A FUNCTION OF THEIR BELIEF SYSTEMS) UPON THE LEARNING AND PERFORMANCE OF STUDENTS IN 118 K-1 CLASSES IN RURAL AND URBAN SCHOOL DISTRICT, SCORES FOR EACH CLASS ON HARVEY'S STUDENT RATING SCALE (ON WHICH OBSERVERS RATE STUDENT COOPERATION, PARTICIPATION, AND INITIATIVE) WERE FACTOR ANALYZED INTO SEVEN CLUSTERS--COOPERATION, STUDENT INVOLVEMENT, ACTIVITY LEVEL, NURTURANCE SEEKING, ACHIEVEMENT LEVEL, HELPFULNESS, AND CONCRETENESS OF RESPONSE. THE 90 TEACHERS OF THESE CLASES WERE MEASURED ON HARVEY'S TEACHER RATING SCALE (ON WHICH OBSERVERS SCORE ATTITUDE TOWARD THE CHILDREN AND FLEXIBILITY). THREE FACTORS WERE EXTRACTED--RESOURCEFULNESS, DICTATORIALNESS, AND PUNITIVENESS. TWO MEASURES OF THE CONCRETENESS-ABSTRACTNESS OF THEIR BELIEF SYSTEMS WERE ALSO ADMINISTERED TO TEACHERS--HARVEY'S "THIS I BELIEVE" TEST AND THE CONCEPTUAL SYSTEMS TEST. ABSTRACTNESS WAS (1) POSITIVELY CORRELATED WITH RESOURCEFULNESS, (2) NEGATIVELY CORRELATED WITH DICTATORIALNESS AND PUNITIVENESS, (3) POSITIVELY RELATED TO STUDENT RATINGS ON COOPERATION, INVOLVEMENT, ACTIVITY LEVEL, ACHIEVEMENT, AND HELPFULNESS, AND (4) NEGATIVELY RELATED TO STUDENT RATINGS ON CONCRETENESS AND NURTURANCE SEEKING. THE AUTHORS CONCLUDED THAT THE ABSTRACTNESS OF TEACHERS' BELIEFS INFLUENCES THEIR CLASSROOM BEHAVIOR AND ALSO THE PERFORMANCE OF THEIR STUDENTS. (LC)

ED 011 889 SP 001 176

FUNCTIONAL RESEARCH IN ELEMENTARY STUDENT TEACHING.
BY- BRINEGAR, HAROLD F. LAYMON, RONALD L.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *LEARNING ACTIVITIES, *OFF CAMPUS STUDENT TEACHING, *TEACHER EDUCATION, *TEACHING PROCEDURES, BIBLIOGRAPHIES, COMMUNICATION (THOUGHT TRANSFER), ELEMENTARY SCHOOL TEACHERS, INSTRUCTIONAL MATERIALS, STATISTICAL ANALYSIS, STUDENT TEACHERS, TABLES (DATA), TEACHER SUPERVISION,

THE RELATIVE EFFECTIVENESS OF SIX MEANS OF FURNISHING EDUCATIONAL INFORMATION TO OFF-CAMPUS ELEMENTARY STUDENT TEACHERS WAS INVESTIGATED IN THREE STUDIES. MATERIALS (DEALING, VARIOUSLY, WITH SCHOOL LAW, TESTS, AND MEASUREMENTS, SCHOOL DISCIPLINE, LESSON PLANNING) WERE MAILED TO SUPERVISING TEACHERS OR TO STUDENT TEACHERS DIRECTLY OR TO BOTH. THE STUDENT TEACHERS AND CONTROL STUDENT TEACHERS WHO DID NOT RECEIVE THE MATERIALS WERE TESTED ON KNOWLEDGE OF THE CONTENT COVERED BY THE MATERIALS. WHEN MATERIALS WERE SENT ONLY TO SUPERVISING TEACHERS, NO DIFFERENCES IN CRITERION SCORES RESULTED FROM MANDATORY VERSUS DISCRETIONARY DISTRIBUTION OF THESE MATERIALS TO STUDENT TEACHERS. IN A SECOND STUDY, MAILING MATERIALS TO BOTH SUPERVISING AND STUDENT TEACHERS LED TO SIGNIFICANTLY HIGHER SCORES THAN MAILING ONLY TO STUDENT TEACHERS, WHILE BOTH WERE SIGNIFICANTLY SUPERIOR TO A CONTROL GROUP. IN A THIRD STUDY, MATERIALS MAILED TO STUDENT TEACHERS WAS SUPERIOR TO DEALING WITH THE SAME MATERIAL IN A STUDENT TEACHING SEMINAR, WHILE THE SEMINAR GROUP WAS NOT SUPERIOR TO A CONTROL GROUP. IT WAS CONCLUDED THAT DIRECT TRANSMISSION OF INFORMATION TO OFF-CAMPUS STUDENT TEACHERS IS MORE EFFECTIVE THAN OTHER MODES OF TRANSMITTING RELEVANT INFORMATION. THE ROLE OF THE SUPERVISING TEACHER, INFORMATION TRANSMISSION, AND STUDENT-TEACHER DIFFICULTIES ARE ALSO DISCUSSED. THIS ARTICLE WAS PUBLISHED IN "BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY," VOLUME 42, NUMBER 6, NOVEMBER 1966, AND IS AVAILABLE FROM THE INDIANA UNIVERSITY BOOKSTORE, BLOOMINGTON, INDIANA 47401, FOR $1.25. (LC)

ED 011 890 SP 001 181

MICRO TEACHING--OBSERVED AND CRITIQUED BY A GROUP OF TRAINEES.
BY- BELT, W. DWAYNE

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *EVALUATION, *MICROTEACHING, *STUDENT TEACHERS, *STUDENT TEACHING, *VIDEO TAPE RECORDINGS, AUDIOVISUAL AIDS, AUDIOVISUAL INSTRUCTION, FEEDBACK, INTERACTION, NEW YORK CITY, PILOT PROJECTS, PROVO, QUESTIONNAIRES, SELF CONCEPT, SELF EVALUATION, STUDENT EVALUATION, STUDENT REACTION, TEACHING TECHNIQUES,

MICROTEACHING AT BRIGHAM YOUNG UNIVERSITY CONSISTS OF THE PRESENTATION OF A LESSON BY A STUDENT TEACHER TO A MICROCLASS OF THREE TO FIVE HIGH SCHOOL STUDENTS. WHEN THESE STUDENTS ARE NOT AVAILABLE, THE MICROCLASS IS COMPOSED OF HIS PEERS FROM THE COLLEGE CLASS. THE TRAINEE'S INSTRUCTOR, OTHER MEMBERS OF HIS COLLEGE CLASS, AND THE MICROCLASS MEMBERS EVALUATE HIS TEACHING PERFORMANCE, WHICH IS VIDEOTAPED AND REPLAYED IMMEDIATELY SO HE CAN SEE HIMSELF IN ACTION. THE INSTRUCTOR, WITH THE TRAINEE, DECIDES UPON ONE OR TWO AREAS OF MAJOR DIFFICULTY ON WHICH THE TRAINEE WILL CONCENTRATE IN HIS NEXT PRESENTATION, WHICH MAY BE MADE IMMEDIATELY OR UP TO A WEEK LATER, AND IS ALWAYS DONE WITH A DIFFERENT CLASS. THIS "RETEACH" IS ALSO VIDEOTAPED AND EVALUATED. THE SESSIONS, INVOLVING 490 STUDENT TEACHERS, HAVE ALSO BEEN USED IN INSERVICE TRAINING. TENTATIVE CONCLUSIONS ARE--(1) PROVISION FOR IMMEDIATE FEEDBACK AND SELF-OBSERVATION ARE UNIQUE, (2) MICROTEACHING INTRODUCES THE TRAINEE TO DIFFERENT TYPES OF CLASSROOM SITUATIONS, (3) VIDEOTAPES ENABLE THE TRAINEE TO SEE HIMSELF INTERACTING WITH STUDENTS, (4) COMMENTS AND SUGGESTIONS OF FELLOW STUDENTS ARE VALUABLE, AND (5) PERFORMANCE IS USUALLY IMPROVED FOLLOWING EVALUATION AND PLAYBACK. NINETY-SIX PERCENT OF THE TRAINEES FELT THEY BENEFITED FROM MICROTEACHING. RESEARCH ON MICROTEACHING AS A POSSIBLE SUBSTITUTE FOR PART OF STUDENT TEACHING IS SUGGESTED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 1967). (AF)

ED 011 891 SP 001 187

NONVERBAL COMMUNICATION IN THE CLASSROOM.
BY- GALLOWAY, CHARLES

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *CLASSROOM COMMUNICATION, *LESSON OBSERVATION, *NONVERBAL LEARNING, *STUDENT TEACHER RELATIONSHIP, BIBLIOGRAPHIES, CRITERIA, TAPE RECORDINGS, TEACHER EVALUATION, TEACHER INFLUENCE, TEACHING TECHNIQUES,

NONVERBAL BEHAVIOR CONSISTS MAINLY OF FACIAL EXPRESSIONS, GESTURES AND BODY MOVEMENTS, AND VOCAL INTONATIONS AND INFLECTIONS. IN ORDER TO PROVIDE A MODEL FOR OBSERVING TEACHER NONVERBAL CLASSROOM ACTIVITY, 12 CATEGORIES WERE DEVELOPED THROUGH THE USE OF TWO DIMENSIONS--ENCOURAGING TO INHIBITING AND TEACHER INITIATED TO TEACHER RESPONSE. THREE CATEGORIES APPLY TO EACH OF THE FOUR PAIRS OF LOCATIONS ON THESE DIMENSIONS. BEHAVIOR THAT IS BOTH ENCOURAGING AND TEACHER INITIATED SHOWS (1) CONGRUITY BETWEEN VERBAL INTENT AND NONVERBAL REFERENTS, (2) RESPONSIVENESS TO FEEDBACK, AND (3) POSITIVE AFFECTIVITY. AN ENCOURAGING TEACHER RESPONSE IS (1) ATTENTIVE AND LISTENS TO OTHERS, (2) FACILITATIVE BY BEING RECEPTIVE TO OTHERS, AND (3) SUPPORTIVE OF PUPILS OR PUPIL BEHAVIOR. INHIBITING TEACHER-INITIATED BEHAVIOR SHOWS (1) DISCREPANCY BETWEEN VERBAL INTENT AND NONVERBAL REFERENTS, (2) UNRESPONSIVENESS TO FEEDBACK, AND (3) NEGATIVE AFFECTIVITY. INHIBITING RESPONSE BEHAVIOR IS (1) INATTENTIVE TO OTHERS, (2) UNRECEPTIVE TO OTHERS, AND (3) DISAPPROVING OF PUPIL BEHAVIOR. INTENSIVE TRAINING OF OBSERVERS IS NECESSARY TO ACHIEVE SENSITIVITY AND RELIABILITY. AN ALTERNATIVE TO THE CATEGORY APPROACH IS THE WRITING OF NARRATIVE DESCRIPTIONS OF TEACHER-PUPIL INTERACTION, WITH EACH COMMUNICATIVE EVENT IN A SITUATION DISCUSSED SEPARATELY. THE USEFULNESS OF TAPE RECORDINGS FOR BOTH METHODS IS NOTED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE AACTE WORKSHOP, 1967. (LC)

ED 011 892 UD 001 048
BREAKING THE BARRIERS OF CULTURAL DISADVANTAGE AND CURRICULUM IMBALANCE.
By- MCKENDALL, BENJAMIN W.
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *COLLEGE ADMISSION, *COLLEGE PREPARATION, *COLLEGES, *CULTURAL DISADVANTAGEMENT, *CURRICULUM DEVELOPMENT, ACADEMIC ACHIEVEMENT, ACADEMIC PERFORMANCE, ADVANCED PLACEMENT, ADVANCED PLACEMENT PROGRAM, COLLEGE STUDENTS, COMPENSATORY EDUCATION PROGRAMS, ENRICHMENT, FINANCIAL SUPPORT, SECONDARY SCHOOLS, TUTORING,

THE POSITION TAKEN IS THAT THE CURRICULAR CHANGES THAT HAVE BEEN MADE AT THE UNIVERSITY LEVEL TO PERMIT EDUCATIONALLY DISADVANTAGED STUDENTS (USUALLY NEGRO) TO ATTEND COLLEGE ARE ONLY PALLIATIVE BECAUSE MOST ADMISSION PROCEDURES ARE TOO INFLEXIBLE TO CONSIDER THE EFFECTS OF A DISADVANTAGED EDUCATION IN THE LOWER SCHOOLS ON A STUDENT'S SCHOLASTIC RECORD. ON THE OTHER HAND, SOME WELL-MEANING COLLEGES PRACTICE REVERSE DISCRIMINATION AND "INSTANT NEGRITUDE" (TOKENISM) AND ACCEPT DISADVANTAGED MINORITY GROUP STUDENTS WHO MAY NOT BE ABLE TO DO COLLEGE WORK. FOR THE DISADVANTAGED STUDENT THE PROBLEMS OF COLLEGE ADMISSION AND FINANCIAL AID ARE INSEPARABLE, AND THE MOST HELP IS NEEDED BY THE STUDENTS WITH MODEST ACADEMIC CREDENTIALS--THE MOST TALENTED USUALLY CAN GET AID. SEVERAL KINDS OF PROGRAMS TO UPGRADE THE STUDENT'S ACADEMIC PERFORMANCE, AND THUS INCREASE HIS OPPORTUNITIES FOR COLLEGE, HAVE BEEN HELPFUL--LOCAL COMPENSATORY AND ENRICHMENT EFFORTS, EXCHANGE PLANS, AND TUTORING, AMONG OTHERS. MOST CHANGES AT THE PRESENT TIME IN THE COLLEGE CURRICULUM BENEFIT THE ABLE STUDENT WHO COMES FROM A HIGH SCHOOL WHICH OFFERS ADVANCED ACADEMIC COURSES, BUT IT IS THIS KIND OF CURRICULUM REFORM THAT PRESENTS YET ANOTHER BARRIER FOR THE STUDENT FROM A DISADVANTAGED SCHOOL. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 47, NUMBER 7, MARCH 1965. (NH)

ED 011 893 UD 001 241
IMPLEMENTING PLANS FOR PROGRESS, A SELECTION OF RESUMES OF EXPERIENCES OF PLANS FOR PROGRESS COMPANIES IN IMPLEMENTING THEIR PROGRAMS--INTENDED FOR USE BY OTHER INTERESTED PLANS FOR PROGRESS COMPANIES.
By- MATTISON, E.G. AND OTHERS
ADVISORY COUNCIL ON PLANS FOR PROGRESS, WASH., D.C
PRESIDENTS COMM. OF EQUAL EMPLOYMENT OPPORTUNITY
PUB DATE JUN 64
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *EMPLOYMENT PRACTICES, *EMPLOYMENT QUALIFICATIONS, *EQUAL OPPORTUNITIES (JOBS), CASE RECORDS, COMMUNITY PROBLEMS, DISTRICT OF COLUMBIA, MINORITY GROUPS, NEGRO EMPLOYMENT, PLANS FOR PROGRESS, RACIAL INTEGRATION, RECRUITMENT,

PREPARED AS A GUIDE TO PROVIDE UNPLEDGED EMPLOYERS WITH PRACTICAL INFORMATION ABOUT THE TECHNIQUES USED BY COMPANIES PARTICIPATING IN "PLANS FOR PROGRESS," A PROGRAM IN WHICH EMPLOYERS COMMIT THEMSELVES TO OFFERING EQUAL EMPLOYMENT OPPORTUNITY, THIS BOOKLET DESCRIBES ACTUAL SITUATIONS REPORTED BY "PLANS FOR PROGRESS" COMPANIES. THE FIRST SECTION OF THIS GUIDE DISCUSSES SUCCESSFUL APPROACHES TO THE INTEGRATION OF MINORITY GROUP EMPLOYEES INTO THE WORK FORCE AND SOME OF THE PROBLEMS COMMON TO MOST PLANS FOR PROGRESS PROGRAMS. THE SECOND SECTION CONTAINS SPECIFIC CASES ILLUSTRATING VARIOUS ASPECTS OF THE PROGRAM. THEY ARE LISTED UNDER THE FOLLOWING HEADINGS--(1) PREPARING EMPLOYEES AND THE COMMUNITY FOR INTEGRATION, (2) RECRUITING AND SELECTING MINORITY GROUP EMPLOYEES INTO AN ACTIVITY, (4) UPGRADING THE QUALIFICATIONS OF APPLICANTS AND EMPLOYEES, AND (5) COMMUNITY PROBLEMS AND PROGRAMS. (NH)

ED 011 894 UD 001 312
DE FACTO SEGREGATION IN PUBLIC SCHOOLS--A POSITION PAPER FOR THE GUIDANCE OF JEWISH COMMUNITIES AND AGENCIES.
By- GOLDMAN, AARON AND OTHERS
NATIONAL COMMUNITY RELATIONS ADVISORY COUNCIL
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *DEFACTO SEGREGATION, *EDUCATIONAL QUALITY, *INTEGRATION METHODS, BUS TRANSPORTATION, CULTURALLY DISADVANTAGED, EDUCATIONAL FACILITIES, FEEDER PATTERNS, NEIGHBORHOOD SCHOOLS, NEW YORK CITY, RESPONSIBILITY, SCHOOL LOCATION, SCHOOL REDISTRICTING, TEACHER EDUCATION,

BASED ON THE POSITION THAT RACIAL INTEGRATION IN PUBLIC SCHOOLS IS ESSENTIAL FOR GOOD EDUCATION, THIS PAMPHLET PRESENTS THE POSITION OF THE NATIONAL COMMUNITY RELATIONS ADVISORY COUNCIL ON THE FOLLOWING ISSUES RELEVANT TO SCHOOL DESEGREGATION--(1) SEGREGATION IN THE NORTH, (2) FEASIBLE MEANS OF DESEGREGATION, (3) EDUCATIONAL ENRICHMENT AND SPECIAL SERVICES, (4) COMMUNITY RESPONSIBILITIES, (5) THE NEIGHBORHOOD SCHOOL AND BUSING, (6) PRACTICAL SOLUTIONS (SCHOOL PAIRING, SCHOOL PARKS, AND REVISION OF SCHOOL DISTRICT BOUNDARIES), AND (7) THE ROLE OF THE EDUCATIONAL ESTABLISHMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL COMMUNITY RELATIONS ADVISORY COUNCIL, 55 WEST 42ND STREET, NEW YORK, NEW YORK 10036, FOR $0.10. (NH)

ED 011 895 UD 001 512
PRIVATE SOCIAL WELFARE'S DISENGAGEMENT FROM THE POOR--THE CASE OF FAMILY ADJUSTMENT AGENCIES.
By- CLOWARD, RICHARD A. EPSTEIN, IRWIN
PUB DATE 12 MAY 65
EDRS PRICE MF-$0.18 HC-$2.32 58P.

DESCRIPTORS- *ECONOMIC DISADVANTAGEMENT, *MIDDLE CLASS VALUES, *PRIVATE AGENCIES, *SOCIAL AGENCIES, *WELFARE AGENCIES, CULTURAL AWARENESS, DATA, HISTORICAL REVIEWS, INCOME, LOWER CLASS, OCCUPATIONS, SOCIAL SERVICES, SOCIAL WELFARE, SOCIOECONOMIC STATUS, WELFARE SERVICES,

TWO POSSIBLE EXPLANATIONS FOR THE MAGNITUDE OF THE DISENGAGEMENT FROM THE POOR BY PRIVATE SOCIAL WORK AGENCIES ARE THE CONCERN THE SOCIAL WORK PROFESSION FOR ITS OWN STATUS, WHICH HAS LED IT TO SEEK A MORE PRESTIGIOUS CLIENTELE, AND THE FEELING THAT THE PSYCHOLOGICAL TECHNOLOGY OF SOCIAL WORK IS MORE AMENABLE TO MIDDLE-CLASS THAN TO LOWER-CLASS SOCIALIZATION. ONE "CONSERVATIVE" EXPLANATION FOR THE PROBLEMS OF THE POOR IS THAT THESE PROBLEMS ARISE OUT OF PERSONAL RATHER THAN INSTITUTIONAL DEFICIENCIES. THE CONSERVATIVES THUS SAY THAT THE POOR CANNOT BE HELPED BECAUSE THEY DO NOT RECOGNIZE THE CAUSES OF THEIR PROBLEMS. THE AUTHORS CONCLUDE THAT CONFLICT HAS ARISEN BETWEEN THE

AGENCIES AND THE POOR BECAUSE THE POOR SEE THEIR PROBLEMS AS CONCRETE AND WANT DIRECT SERVICE WHEREAS THE SOLIDLY MIDDLE-CLASS AGENCY IS PSYCHOLOGICALLY ORIENTED AND IS PREPARED ONLY TO TALK, NOT TO PROVIDE PHYSICAL SOLUTIONS TO PROBLEMS. THE RESULT IS THAT PRIVATE AGENCIES RELIEVE THEMSELVES OF THE RESPONSIBILITY OF HELPING THE POOR BY REFERRING THEM TO ALREADY OVERBURDENED PUBLIC AGENCIES. A BIBLIOGRAPHY OF 50 REFERENCES LISTS PERTINENT WORKS, MANY OF WHICH ARE DISCUSSED IN THE BODY OF THE PAPER IN AN HISTORICAL OVERVIEW OF THE ACTIVITIES OF SOCIAL WORK AGENCIES FROM 1900 TO 1960. (MR)

ED 011 896 UD 001 543

DISCOVERY IN THE URBAN SPRAWL.
By- HYMOVITZ, LEON
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *CULTURAL ENRICHMENT, *DISADVANTAGED YOUTH, *SPECIAL PROGRAMS, ART APPRECIATION, ASSEMBLY PROGRAMS, COLLEGE HIGH SCHOOL COOPERATION, DISCOVERY, HIGH SCHOOL STUDENTS, MUSIC, PHILADELPHIA, THEATER ARTS, THOMAS A. EDISON HIGH SCHOOL,

FOR A CULTURAL ENRICHMENT PROJECT ("DISCOVERY") IN A DISADVANTAGED PHILADELPIA HIGH SCHOOL, ATTENDANCE AT MUSIC, ART, AND THEATER EVENTS EARNED POINTS TOWARD A CERTIFICATE. THE STUDENTS ELECTED THE EVENTS FROM A PREPARED LIST OF ACTIVITIES, WHICH OFTEN WERE MADE PART OF THE ACADEMIC PROGRAM AND THE SCHOOL ASSEMBLIES. AS WELL AS OFFERING ENRICHMENT, THE PROJECT ENCOURAGED INTEREST IN FINANCIAL PLANNING (TO PAY FOR THE TICKETS) AND IN STANDARDS OF BEHAVIOR AND DRESS. THIS ARTICLE WAS PUBLISHED IN "THE CLEARING HOUSE," VOLUME 40, NUMBER 7, MARCH 1966. (NH)

ED 011 897 UD 002 262

YOUNG WORKERS, THEIR SPECIAL TRAINING NEEDS.
By- FELDMAN, LLOYD PEENEY, MICHAEL R.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
REPORT NUMBER MANPOWER-RB-3 PUB DATE MAY 63
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *LABOR FORCE, *OUT OF SCHOOL YOUTH, *YOUTH EMPLOYMENT, DELINQUENTS, DISTRICT OF COLUMBIA, DROPOUTS, MIGRANT YOUTH, RACIAL DIFFERENCES, STATISTICAL DATA,

REVIEWED ARE THE ECONOMIC NEEDS AND STATUS OF NONCOLLEGE BOUND YOUTH WHO NEED SPECIAL TRAINING BECAUSE OF LOW INCOME, RACE, PHYSICAL AND MENTAL HANDICAPS, JUVENILE DELINQUENCY, YOUNG MARRIAGE, INCOMPLETE EDUCATION, OR RURAL OR MIGRANT BACKGROUND. TWO TABLES INDICATE--(1) THE REGIONAL DISTRIBUTION OF THE LABOR FORCE AGED 14-19, PROJECTED TO 1970, AND (2) PERCENTAGE OF THIS AGE GROUP ENROLLED IN SCHOOL IN EACH STATE IN 1950 AND 1960. CHARTS PRESENT DATA ON--(1) THE LEVEL OF EDUCATION OF THE YOUTH, (2) THE INCREASE IN THE TEENAGE LABOR FORCE, (3) A RACIAL ANALYSIS OF TYPES OF JOBS HELD BY HIGH SCHOOL GRADUATES AND DROPOUTS, AND (4) NONRACIAL ANALYSIS OF JOB CATEGORIES IN RELATION TO YEARS OF SCHOOLING. IT IS FELT THAT THE HETEROGENEITY OF THE YOUNG WORKERS SEEKING EMPLOYMENT, MARKET REQUIREMENTS, AND THE INCREASE IN YOUTH POPULATION MUST BE TAKEN INTO CONSIDERATION IN PLANNING PROGRAMS REALISTICALLY. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JL)

ED 011 898 UD 002 764

THE EDUCATION OF DISADVANTAGED CHILDREN, A BIBLIOGRAPHY.
By- WATT, LOIS B. AND OTHERS
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-14031-38 PUB DATE 15 AUG 67
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *CHILDRENS BOOKS, *EDUCATIONALLY DISADVANTAGED, *RESOURCE MATERIALS, *TEXTBOOKS, DISTRICT OF COLUMBIA, ELEMENTARY GRADES, JUNIOR HIGH SCHOOLS, PRESCHOOL EDUCATION, SENIOR HIGH SCHOOLS, STUDENTS, TEACHERS,

DIRECTED AT TEACHERS AND LIBRARIANS CONCERNED WITH EDUCATIONALLY DISADVANTAGED STUDENTS, THIS BIBLIOGRAPHY ARRANGES RESOURCE READINGS FOR TEACHERS AND TEXTBOOKS AND LITERATURE FOR STUDENTS UNDER THE FOLLOWING HEADINGS--(1) PROFESSIONAL RESOURCES (GENERAL THEORETICAL MATERIAL AND SPECIFIC TREATMENT OF HANDICAPPED CHILDREN, INTERGROUP RELATIONS, THE ISSUES OF URBAN AND RURAL EDUCATION, GUIDANCE SERVICES, REPORTS OF WORK IN THE VARIOUS CURRICULUM AREAS, AND SOURCES OF INFORMATION AND LISTS OF MATERIALS), (2) ELEMENTARY AND SECONDARY SCHOOL TEXTBOOKS (ARRANGED PRIMARILY ACCORDING TO CURRICULUM AREA), AND (3) CHILDREN'S LITERATURE (ARRANGED PRIMARILY ACCORDING TO THE CONTENT OF THE WORK). THE APPROPRIATE GRADE LEVEL FOR THE WORK IS INDICATED. ANNOTATIONS ARE PROVIDED ONLY WHERE IT IS NECESSARY TO CLARIFY THE CONTENT OR NATURE OF THE WORK CITED. MOST OF THESE MORE THAN 350 WORKS WERE WRITTEN AFTER 1963. THIS DOCUMENT IS ALSO AVAILABLE AS OE-14031-38 FROM THE PUBLICATIONS DISTRIBUTION UNIT, U.S. OFFICE OF EDUCATION, WASHINGTON, D.C. 20202. (EF)

ED 011 899 UD 002 861

SOME PERSPECTIVES ON CHILD REARING PRACTICES AMONG URBAN LOW INCOME FAMILIES.
By- JEFFERS, CAMILLE
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *CHILD REARING, *ECONOMICALLY DISADVANTAGED, *NEGRO MOTHERS, *URBAN AREAS, CHILD REARING STUDY, DISCIPLINE, DISTRICT OF COLUMBIA, FAMILY RESOURCES, FAMILY ROLE, MARRIAGE, NEGRO ATTITUDES, NEGRO EMPLOYMENT, OBSERVATION, ONE PARENT FAMILY,

BASED ON THE RESEARCH OF A PARTICIPANT-OBSERVER, THIS PAPER DESCRIBES THE CHILD REARING PRACTICES OF SOME LOW INCOME FAMILIES IN WASHINGTON, D.C. IT WAS FOUND THAT IN GENERAL BASIC PRIORITIES IN THE FAMILY WERE GIVEN TO FOOD, CLOTHING, AND RENT, AND THESE PRIORITIES AFFECTED THE MOTHER'S PERCEPTION OF HER CHILD'S NEEDS. THE MOTHERS SAW THEMSELVES AS DOING MORE FOR THEIR CHILDREN THAN HAD BEEN DONE FOR THEM. MORE SPECIFICALLY, A NUMBER OF PARENTS EXPRESSED THE NEED FOR "SETTING AN EXAMPLE" FOR THEIR CHILDREN'S BEHAVIOR. PHYSICAL CARE, TEACHING HER CHILDREN PROPER BEHAVIOR, AND THE ABILITY TO DO HOUSEHOLD WORK WERE FELT TO BE THE CHARACTERISTICS OF A GOOD MOTHER. THE CHARACTERISTICS OF A GOOD FATHER AND HUSBAND INCLUDED HAVING A JOB, TAKING CARE OF HIS FAMILY, AND HELPING CARE FOR THE CHILDREN. MANY PARENTS EXPRESSED THE NEED TO CONTROL THE

WHEREABOUTS AND ASSOCIATES OF THEIR CHILDREN TO PROTECT THEM FROM EXTRA-FAMILY INFLUENCES. THREE OUT OF FOUR MOTHERS SAID THAT PHYSICAL PUNISHMENT WAS AN ACCEPTED PRACTICE. CONTRARY TO OTHER REPORTS, THIS OBSERVER FOUND THAT MOTHERS IN ONE-PARENT FAMILIES WOULD PREFER TO BE MARRIED. (JL)

ED 011 900 UD 002 863

TRAINING THE POOR FOR NEW CAREERS.
BY- SHAFFER, ANATOLE SPECHT, HARRY
CONTRA COSTA COUNCIL OF COMMUNITY SERVICES
REPORT NUMBER CCCS PUB-105
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *ECONOMICALLY DISADVANTAGED, *EDUCATIONAL PROGRAMS, *JOB TRAINING, *SUBPROFESSIONALS, AUDIOVISUAL AIDS, CAREER OPPORTUNITIES, COMMUNITY AGENCIES (PUBLIC), COMMUNITY RELATIONS, EDUCATIONAL METHODS, INSERVICE PROGRAMS, OCCUPATIONAL INFORMATION, RCDDP, RICHMOND, ROLE PLAYING, SUPERVISORY METHODS, TEACHING TECHNIQUES, WALNUT CREEK,

IN A DISCUSSION OF THE RICHMOND COMMUNITY DEVELOPMENT DEMONSTRATION PROJECT FOR TRAINING SUBPROFESSIONALS, THE FOLLOWING ACTIVITIES OF THE PROJECT ARE DISCUSSED--(1) RECRUITMENT AND SELECTION OF PERSONNEL, AND (2) BASIC, INSERVICE, AND OTHER TRAINING PROCEDURES. THE PROJECT TRAINS LOW-INCOME INDIVIDUALS FOR SUBPROFESSIONAL JOBS IN THE POLICE DEPARTMENT AND THE SCHOOLS AND FOR COMMUNITY ORGANIZATION WORK. IT IS FELT THAT BEFORE TRAINING BEGINS AN INITIAL JOB DESCRIPTION SHOULD BE DEVELOPED SO THAT THERE WILL BE NO AIMLESS TRAINING, AND THAT TRAINING SHOULD PROVIDE ACTUAL WORK EXPERIENCE WITH RESPONSIBILITIES FOR THE TRAINEE APPROPRIATE TO HIS TRAINING LEVEL. FOR IT TO BE MEANINGFUL, TRAINING ALSO SHOULD LEAD TO A JOB. A SAMPLE JOB DESCRIPTION IS APPENDED. THIS DOCUMENT IS ALSO AVAILABLE FROM CONTRA COSTA COUNCIL OF COMMUNITY SERVICES, 2717 NORTH MAIN STREET, SUITE 9, WALNUT CREEK, CALIFORNIA 94596, FOR $1.00. (JL)

ED 011 901 UD 002 912

ISSUES IN TRAINING THE NEW NONPROFESSIONAL.
BY- RIESSMAN, FRANK
NEW YORK UNIV., N.Y.
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *CAREERS, *EDUCATIONAL PROGRAMS, *JOB TRAINING, *NONPROFESSIONAL PERSONNEL, BRONX, GUIDELINES, INDIGENOUS PERSONNEL, INSTRUCTIONAL STAFF, LINCOLN NEIGHBORHOOD SERVICE CENTER, MANPOWER DEVELOPMENT, NEIGHBORHOOD CENTERS, NEW YORK CITY, ON THE JOB TRAINING, PERSONNEL SELECTION, PRESERVICE EDUCATION, STAFF IMPROVEMENT,

THE GUIDELINES THAT ARE PRESENTED IN THIS MODEL FOR TRAINING NONPROFESSIONALS FOR JOBS IN THE FIELD OF HUMAN SERVICES ARE BASED ON A "NEW CAREER" CONCEPT, WHERE THE JOB ITSELF PROVIDES MOTIVATION FOR FURTHER DEVELOPMENT THROUGH TRAINING, UPGRADING, AND EDUCATION. SPECIAL EMPHASIS IN DEVELOPING TRAINING PROGRAMS IS GIVEN TO THE RECRUITMENT OF SENIOR TRAINERS ("TRAINERS OF TRAINERS") FROM NONTRADITIONAL SOURCES, THE SPECIALIZED TRAINING REQUIRED BY THESE TRAINERS, AND THE KIND OF KNOWLEDGE THEY NEED TO HAVE ABOUT NONPROFESSIONAL TRAINEES. SPECIFICALLY DISCUSSED IN THESE GUIDELINES ARE THE RECRUITMENT AND SELECTION OF TRAINEES. RECOMMENDED TRAINING METHODS INCLUDE ON-SITE TRAINING, BRIEF PRESERVICE ORIENTATION IN A "PROTECTED" BASE, A PHASED PROGRAM AND SYSTEMATIC INSERVICE, JOB-RELATED TRAINING CONDUCTED IN TEAMS OR GROUPS. SOME OF THE SUGGESTIONS ARE ILLUSTRATED BY REFERENCE TO THE EXPERIENCES OF THE LINCOLN NEIGHBORHOOD SERVICE CENTER IN NEW YORK CITY. (NH)

ED 011 902 UD 002 915

A STUDY OF THE NONPROFESSIONAL IN THE CAP.
YANKELOVICH (DANIEL) INC., NEW YORK, N.Y.
PUB DATE SEP 66
EDRS PRICE MF-$0.27 HC-$7.20 180P.

DESCRIPTORS- *NONPROFESSIONAL PERSONNEL, *PROGRAM ADMINISTRATION, *PROGRAM EVALUATION, ATLANTA, CALIFORNIA, CHICAGO, COMMUNITY ACTION PROGRAMS, COMMUNITY PROGRAMS, CONNECTICUT, DETROIT, DISTRICT OF COLUMBIA, DORMITORIES, ECONOMICS, EMPLOYMENT, FEDERAL GOVERNMENT, FEDERAL PROGRAMS, GEORGIA, ILLINOIS, JOB TRAINING, LOS ANGELES, MICHIGAN, MISSOURI, NEW HAVEN, NEW YORK, OFFICE OF ECONOMIC OPPORTUNITY, PENNSYLVANIA, PERFORMANCE, PERSONNEL SELECTION, PITTSBURGH, RESEARCH, ST. LOUIS, SUPERVISION, SYRACUSE,

THE AIMS OF THIS EVALUATION OF THE USE OF NONPROFESSIONALS IN COMMUNITY ACTION PROGRAMS WHICH WAS PREPARED FOR THE OFFICE OF ECONOMIC OPPORTUNITY ARE--(1) TO PROVIDE A DETAILED DESCRIPTION OF THE ADMINISTRATION OF THE PROGRAMS, (2) TO ASSESS THE VALIDITY OF THE BASIC PREMISES OF A NONPROFESSIONAL PROGRAM, AND (3) TO IDENTIFY THE SUCCESSFUL AND UNSUCCESSFUL METHODS OF OVERCOMING THE OBSTACLES INTERFERING WITH THE PROGRAM'S ACHIEVEMENT. THIS STUDY IS BASED ON DATA FROM NINE CITIES AND CONSISTS OF INFORMATION ABOUT THE FOLLOWING ASPECTS OF THEIR NONPROFESSIONAL PROGRAMS--(1) SIZE, (2) CHARACTERISTICS AND ROLE OF THE NONPROFESSIONAL, (3) RECRUITMENT, SELECTION, TRAINING, AND SUPERVISION PROCEDURES, AND (4) WAYS TO EVALUATE AND UPGRADE THE NONPROFESSIONAL AND TO DEAL WITH HIS UNSATISFACTORY PERFORMANCE. THE BULK OF THE REPORT IS DIVIDED INTO PART I, A POLICY REPORT, AND PART II, A RESEARCH REPORT. PART I CONTAINS AN OVERVIEW OF CONCLUSIONS AND RECOMMENDATIONS FOR OPERATIONAL ASPECTS OF THE PROGRAM. PART II INCLUDES A SUMMARY OF THE DATA FROM THE NINE INDIVIDUAL CITY REPORTS AND DISCUSSES THE BACKGROUND, HIRING, AND EMPLOYMENT OF THE NONPROFESSIONAL. (NH)

ED 011 903 UD 002 943

THREE GENERATIONS, CASE MATERIALS IN LOW INCOME URBAN LIVING.
BY- JEFFERS, CAMILLE
CROSS-TELL, WASHINGTON, D.C.
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *FAMILY LIFE, *LOW INCOME GROUPS, *RESEARCH, CASE RECORDS, CHILD REARING, CHILD REARING STUDY, DISTRICT OF COLUMBIA, FAMILY CHARACTERISTICS, FAMILY STRUCTURE, LOWER CLASS MALES, PARENT ATTITUDES, PARENTAL ASPIRATION, PARENTS, URBAN AREAS,

ONE IN A SERIES OF STUDIES OF THE CHILD REARING STUDY (CRS) OF LOW-INCOME FAMILIES IN WASHINGTON, D.C., THIS BOOKLET PRESENTS CASE MATERIALS TO ILLUSTRATE THE CRS THESIS THAT THERE IS A WIDE VARIABILITY IN BEHAVIOR AND OUTLOOK AMONG THE URBAN POOR, AND SUGGESTS SOME OF THE IMPLICATIONS OF THE CRS FINDINGS FOR PARENT AND FAMILY LIFE EDUCATION.

VARIOUS ASPECTS OF THE LIVES OF ONE FAMILY ARE NARRATED ANECDOTALLY IN A SOMEWHAT PARALLEL FASHION BY THE GRANDMOTHER, HUSBAND AND WIFE, AND DAUGHTER AND SON. THE MAJOR THEMES WHICH EMERGE FROM THE MATERIAL ARE THE CONSTANT PRESSURES OF ADJUSTMENT TO MEET THE DAILY LIVING NEEDS, THE EFFECT OF THE FAMILY LIFE CYCLE ON PARENTAL BEHAVIOR AND EXPECTATIONS, AND THE PRECARIOUS STATUS OF THE LOW-INCOME MALE WITHIN THE FAMILY AND OUTSIDE OF IT. TWO APPENDIXES CONTAIN EXHIBITS OF THE CRS FAMILY RATING SCALES. (NH)

ED 011 904 UD 002 945

BOOKS TO ENHANCE THE SELF-IMAGE OF NEGRO CHILDREN.
BY- ROSENFELD, HARRIET
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *AFRICAN CULTURE, *AMERICAN CULTURE, *ANNOTATED BIBLIOGRAPHIES, *CHILD REARING, *CHILDRENS BOOKS, *NEGROES, ANTISOCIAL BEHAVIOR, DISADVANTAGEMENT, GRADE FIVE, GRADE FOUR, GRADE ONE, GRADE SIX, GRADE THREE, GRADE TWO, KINDERGARTEN, NEGRO STEREOTYPES, PROJECT BEACON, RACIAL SEGREGATION, READING LEVEL, SELF-CONCEPT, SOCIOPSYCHOLOGICAL SERVICES, WEST INDIES,

WORKS FOR CHILDREN WHICH PRESENT NEGROES AS POSITIVE CENTRAL CHARACTERS WHO SHOW SELF-ESTEEM, DIGNITY, AND SELF-RESPECT ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY. OTHER CRITERIA FOR A BOOK'S INCLUSION ARE THE PRESENCE OF NONSTEREOTYPED CHARACTERS, SPEECH PATTERNS, OR ILLUSTRATIONS, AND AN ATTRACTIVE FORMAT. THE BOOKLIST HAS A SECTION ON AMERICAN LIFE IN THE PAST AND PRESENT AND ONE ON AFRICA AND THE WEST INDIES. WITHIN EACH HEADING THE BOOKS ARE CLASSIFIED AS SUITABLE FOR BEGINNERS (KINDERGARTEN THROUGH GRADE 2), INTERMEDIATE (GRADES 3 AND 4), AND ADVANCED (GRADE 5 AND 6). ALL BOOKS WERE IN PRINT AS OF DECEMBER 1966. (NH)

ED 011 905 UD 002 999

STEREOTYPES REGARDING DISADVANTAGED STUDENTS.
BY- LEVINE, DANIEL U.
EDRS PRICE MF-$0.09 HC-$0.20 5P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *SLUM SCHOOLS, *STEREOTYPES, ADMINISTRATOR ATTITUDES, ASPIRATION, BEHAVIOR, DISCIPLINE PROBLEMS, MOTIVATION, PARENTAL ASPIRATION, TEACHER ATTITUDES,

THE AUTHOR SUBMITTED THAT NEGATIVE PRECONCEPTIONS OFTEN HINDER THE EFFECTIVENESS OF TEACHERS AND ADMINISTRATORS IN CULTURALLY DEPRESSED AREAS. MOST DISADVANTAGED CHILDREN ARE NOT SPECIAL DISCIPLINE PROBLEMS, NOR EXCEPTIONALLY HOSTILE OR UNRESPONSIVE. THEY AND THEIR PARENTS HAVE HIGH, EVEN UNREALISTIC, EDUCATIONAL ASPIRATIONS. TEACHERS SHOULD ENCOURAGE THE SELF-DISCIPLINE WHICH LEADS TO ACADEMIC SUCCESS, WHICH, IN TURN, WOULD BREAK THE CYCLE OF SELF-FULFILLING PROPHECIES OF FAILURES. THIS ARTICLE WAS PUBLISHED IN "JOURNAL OF SECONDARY EDUCATION," VOLUME 40, NUMBER 3, MARCH 1965. (NC)

ED 011 906 UD 003 072

EFFECTS OF SOCIAL CLASS AND LEVEL OF ASPIRATION ON PERFORMANCE IN A STRUCTURED MOTHER-CHILD INTERACTION SITUATION.
BY- BROPHY, JERE AND OTHERS
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *PARENT CHILD RELATIONSHIP, *PARENTAL ASPIRATION, *PRESCHOOL CHILDREN, *SOCIAL CLASS, *TASK PERFORMANCE, ETCH A SKETCH TOY, FATHERLESS FAMILY, INTELLIGENCE QUOTIENT, LOWER CLASS, MIDDLE CLASS, MOTIVATION, NEGRO MOTHERS, PARENT ROLE, PARENTAL BACKGROUND, PERCEPTUAL MOTOR COORDINATION, PREDICTION, SCORING, STATISTICAL DATA,

RELATIONSHIPS BETWEEN SOCIAL CLASS, SUCCESS EXPECTATIONS OF MOTHERS, AND A TASK PERFORMANCE OF MOTHER AND CHILD WERE EXAMINED TO DETERMINE WHETHER DIFFERENCES IN EXPECTATIONS OF SUCCESS WOULD BE REFLECTED IN PERFORMANCE SCORES AND IN MEASURES OF EFFORT IN A PERCEPTUAL MOTOR TEST. THE SUBJECTS WERE 160 NEGRO MOTHERS FROM FOUR SOCIOECONOMIC LEVELS--MIDDLE CLASS INTACT FAMILY, UPPER-LOWER INTACT, LOWER-LOWER INTACT, AND LOWER-LOWER FATHER ABSENT--AND THEIR 4-YEAR-OLD CHILDREN DIVIDED EQUALLY BY SEX. THE TASK WAS TO REPRODUCE FIVE SIMPLE POLYGONS ON THE -ETCH-A-SKETCH- TOY WITH ONE KNOB WORKED BY THE MOTHER AND THE OTHER BY THE CHILD. BEFORE EACH TASK THE MOTHER WAS ASKED TO PREDICT HER SCORE IN DUPLICATING THE MODEL. THE MOTHER'S TASK WAS SEEN PRIMARILY AS THAT OF CONTROLLING THE CHILD AND EVOLVING A MUTUALLY UNDERSTOOD DIRECTIONAL SYSTEM. DATA WERE COLLECTED ON FIGURE SCORES, AND VERBAL BEHAVIOR AND PHYSICAL ACTIVITY WERE OBSERVED AND RECORDED. THE MIDDLE CLASS GROUP SCORED HIGHER THAN THE OTHERS, WHO DID NOT DIFFER SIGNIFICANTLY AMONG THEMSELVES. IT WAS ALSO FOUND THAT THE KIND AND EXTENT OF CONTROL EXERCISED OVER THE CHILD WERE MORE POTENT IN DETERMINING SCORES THAN WERE "STRICTLY MATERNAL COGNITIVE VARIABLES." THERE WAS, IN ADDITION, A LACK OF CORRELATION BETWEEN PREDICTIONS AND OTHER MEASURES. ALL EXPECTATIONS THAT THE PREDICTIONS WERE MEASURING ACHIEVEMENT MOTIVATION WERE UNCONFIRMED. THIS PAPER WAS PRESENTED AT THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT MEETINGS (MINNEAPOLIS, MARCH 25, 1965). (JG)

ED 011 907 UD 003 736

THE EDUCATION OF TEACHERS OF THE DISADVANTAGED, A SELECTED BIBLIOGRAPHY.
BY- FLAXMAN, ERWIN ZINN, VICTOR
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *BIBLIOGRAPHIES, *DISADVANTAGED YOUTH, *TEACHER EDUCATION, *TEACHERS, GUIDELINES, INSERVICE TEACHER EDUCATION, INTERGROUP RELATIONS, NEW YORK CITY, PRESERVICE EDUCATION, SCHOOL INTEGRATION, TEACHER ATTITUDES, TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER PROGRAMS, TEACHING TECHNIQUES, URBAN AREAS, URBAN SCHOOLS,

THIS BIBLIOGRAPHY OF RESEARCH, THEORETICAL, HISTORICAL, AND ANECDOTAL MATERIAL IS A BRIEF, REPRESENTATIVE LIST OF REFERENCES WHICH REFLECT THE CURRENT THINKING ABOUT THE TRAINING NEEDS OF THE TEACHER OF SOCIALLY DISADVANTAGED CHILDREN AND YOUTH. THE APPROXIMATELY 110 WORKS CITED INCLUDE JOURNAL ARTICLES, BOOKS, SPEECHES, DOCTORAL DISSERTATIONS, CONFERENCE PROCEEDINGS, AND SELECTED REPORTS OF TEACHER EDUCATION PROGRAMS THROUGHOUT THE COUNTRY AND OEO AND NDEA TEACHER INSTITUTES. MOST OF THESE PUBLISHED AND UNPUBLISHED WORKS WERE PRODUCED DURING THE 1960'S. (JL)

ED 011 908 UD 003 755
COMPENSATORY PRACTICES IN COLLEGES AND UNIVERSITIES.
BULLETIN, 2(2), MARCH 1966).
By- WILKERSON, DOXEY A.
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COLLEGE ADMISSION, *COLLEGES, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, ADMISSION CRITERIA, FINANCIAL SUPPORT, FOUNDATION PROGRAMS, HIGHER EDUCATION, NEGRO STUDENTS, NEW YORK CITY, RECRUITMENT, REMEDIAL COURSES, SUMMER PROGRAMS, UNIVERSITIES,

A NUMBER OF COMPENSATORY EFFORTS ARE BEING MADE TO FACILITATE THE COLLEGE ENTRY OR FURTHER THE ACADEMIC SUCCESS OF SOCIALLY DISADVANTAGED STUDENTS. FOR EXAMPLE, SOME PROGRAMS ARE BEING CONDUCTED BY COLLEGES AND UNIVERSITIES AND SUCH FOUNDATIONS AS THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS TO RECRUIT DISADVANTAGED STUDENTS WHO WOULD NOT APPLY TO COLLEGE UNLESS ENCOURAGED, AND SPECIAL FUNDS HAVE BEEN EARMARKED TO AID BOTH THE TALENTED STUDENT AND THE ACADEMIC RISK. IN ADDITION, A NUMBER OF INSTITUTIONS HAVE MODIFIED THEIR ADMISSIONS CRITERIA TO ACCEPT DISADVANTAGED STUDENTS WITH POTENTIAL FOR COLLEGE WORK. ANOTHER EFFORT HAS BEEN MADE THROUGH A VARIETY OF SUMMER PREPARATORY PROGRAMS FOR HIGH SCHOOL STUDENTS CONDUCTED AT THE COLLEGES THEMSELVES. SOME INSTITUTIONS HAVE OFFERED REMEDIAL CURRICULUMS, BUT THEY HAVE FOUND THAT THERE IS LIMITED EVIDENCE THAT THESE COURSES IMPROVE ACADEMIC PERFORMANCE. ALTHOUGH THE NUMBER OF COMPENSATORY PROGRAMS HAS INCREASED, FEW COLLEGES HAVE INSTITUTED THESE PRACTICES, AND THOSE THAT HAVE SERVE ONLY SMALL NUMBERS OF DISADVANTAGED STUDENTS. BECAUSE MANY INSTITUTIONS ARE TRYING TO MAINTAIN HIGH ADMISSIONS STANDARDS, INCREASING PRECOLLEGE COMPENSATORY PROGRAMS WHICH UPGRADE THESE STUDENTS' EDUCATION IS A PARTICULARLY PROMISING WAY TO HAVE THEM ADMITTED. HOWEVER, THESE AND OTHER COMPENSATORY PROGRAMS MUST BE SYSTEMATICALLY EVALUATED. INCLUDED IS A BIBLIOGRAPHY OF MORE THAN 75 REFERENCES. THIS ARTICLE WAS PUBLISHED IN "IRCD BULLETIN," VOLUME 2, NUMBER 2, MARCH 1966. (EF)

ED 011 909 UD 003 756
QUALITY INTEGRATED EDUCATION.
By- WILKERSON, DOXEY A.
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
EDRS PRICE MF-$0.09 HC-$0.16 4P.

DESCRIPTORS- *EDUCATIONAL QUALITY, *NEGRO STUDENTS, *SCHOOL INTEGRATION, ABILITY GROUPING, ACADEMIC ACHIEVEMENT, ADMINISTRATOR ATTITUDES, CIVIL RIGHTS, COMPENSATORY EDUCATION, EQUAL EDUCATION, NEW YORK CITY, NORTHERN SCHOOLS, TEACHER EDUCATION, TEXTBOOK BIAS,

PRESENTLY, TWO DISTINCT GROUPS ARE IN DISAGREEMENT ABOUT HOW TO OFFER THE BEST POSSIBLE EDUCATION TO NEGROES IN THE NORTH. SCHOOL AUTHORITIES CALL FOR MORE COMPENSATORY EDUCATION PROGRAMS IN NEGRO SCHOOLS BUT DO NOT ATTEMPT TO ALTER THE SCHOOLS SEGREGATED STRUCTURE, WHILE CIVIL RIGHTS LEADERS, REPRESENTING ANOTHER VIEW, DEMAND AN END TO SEGREGATED SCHOOLS WITHOUT REGARD FOR WHAT HAPPENS TO THE CHILD IN THE SCHOOL AFTER DESEGREGATION. RECENT EXPERIENCES, HOWEVER, SHOW THAT SCHOOL DESEGREGATION ALONE IS NOT AN ADEQUATE APPROACH TO EQUALITY BECAUSE IT DOES NOT SOLVE THE PROBLEMS OF THE LOWER ACADEMIC ACHIEVEMENT OF NEGROES IN RECENTLY DESEGREGATED SCHOOLS. CLASSES IN THESE SCHOOLS REMAIN SEGREGATED BECAUSE OF ABILITY GROUPING, AND TRUE EQUALITY IS THWARTED IN ANOTHER WAY BY THE MIDDLE CLASS BIAS OF MUCH INSTRUCTIONAL MATERIAL. IN ADDITION, MANY TEACHERS ARE INADEQUATELY PREPARED TO COPE WITH THE PROBLEMS THAT ARE THE PRODUCTS OF DESEGREGATION. THE AUTHOR FELT THAT TO OFFER THE NEGRO EQUAL EDUCATIONAL OPPORTUNITY, DESEGREGATION AND COMPENSATORY EFFORTS MUST BE CARRIED ON SIMULTANEOUSLY. THEN THERE WILL BE INTEGRATED SCHOOLS FUNCTIONING ON A HIGH LEVEL OF EQUALITY. THIS ARTICLE WAS PUBLISHED IN "IRCD BULLETIN," SEPTEMBER 1965. (JL)

ED 011 910 UD 003 757
RACIAL DESEGREGATION AND INTEGRATION IN OUR SCHOOLS.
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *BIBLIOGRAPHIES, *INTEGRATION STUDIES, *SCHOOL INTEGRATION, ACADEMIC ACHIEVEMENT, DEMONSTRATION PROJECTS, INTEGRATION EFFECTS, INTEGRATION LITIGATION, INTEGRATION METHODS, INTEGRATION PLANS, NEW YORK CITY, PROGRAM EVALUATION, PROGRAMS, STUDENT CHARACTERISTICS,

THE PLAN OF THIS BIBLIOGRAPHY IS OUTLINED IN AN INTRODUCTORY NOTE WHICH BRIEFLY DISCUSSES THE STATUS OF RACIAL DESEGREGATION AND INTEGRATION IN THE SCHOOLS. ONE SECTION OF THE BIBLIOGRAPHY IDENTIFIES SOME REPORTS AND DISCUSSIONS OF DESEGREGATION EFFORTS. A SECOND AND BRIEFER ONE BRINGS TOGETHER ARTICLES WHICH DEAL WITH THE LEGAL DECISIONS ON WHICH SCHOOL DESEGREGATION IS BASED. THE THIRD AND MAJOR SECTION, WHICH IS ADDRESSED TO SOCIAL PLANNERS AS WELL AS RESEARCH WORKERS, CITES REPORTS OF SPECIAL PROJECTS WHICH DEAL WITH PRIMARY AND SECONDARY ASPECTS OF DESEGREGATION OR ITS IMPACT, REPORTS OF EVALUATIONS OF PROGRAMS, AND A FEW STUDIES RELATED TO PUPIL CHARACTERISTICS OR PUPIL FUNCTIONING UNDER DESEGREGATION CONDITIONS. THE MORE THAN 140 PUBLISHED AND UNPUBLISHED WORKS CITED IN THIS BIBLIOGRAPHY WERE PRODUCED DURING THE 1960'S. THIS ARTICLE WAS PUBLISHED IN "IRCD BULLETIN," VOLUME 1, NUMBER 4, SEPTEMBER 1965. (JL)

ED 011 911 UD 003 760
I.S. 201--AN EDUCATIONAL LANDMARK.
By- GOLDBERG, GERTRUDE S.
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *COMMUNITY INFLUENCE, *DECENTRALIZATION, *EDUCATIONAL QUALITY, *SCHOOL COMMUNITY RELATIONSHIP, *SCHOOL SEGREGATION, BOARD OF EDUCATION POLICY, BOARD OF EDUCATION ROLE, COMMUNITY ACTION, COMMUNITY INVOLVEMENT, COMMUNITY SCHOOLS, EAST HARLEM, EDUCATIONAL POLICY, NEW YORK CITY, PARENT ATTITUDES, PARENTS, PERSONNEL SELECTION, PRINCIPALS, SCHOOL BOYCOTTS, URBAN SCHOOLS,

CONTROVERSY OVER NEW YORK CITY'S INTERMEDIATE SCHOOL 201 RAISED SOME EDUCATIONAL ISSUES RELEVANT TO ALL SCHOOL CHILDREN AS WELL AS TO THE SOCIALLY DISADVANTAGED. CONVINCED THAT THE SCHOOL WOULD PROVIDE NEITHER INTEGRATION NOR QUALITY EDUCATION, SOME GHETTO PARENTS SOUGHT "QUALITY SEGREGATED

EDUCATION," BASIC TO WHICH WAS COMMUNITY CONTROL OVER EDUCATIONAL POLICY. JOINT RESPONSIBILITY WITH REPRESENTATIVES OF THE BOARD OF EDUCATION FOR ALL ASPECTS OF SCHOOL POLICY WOULD, THEY MAINTAINED, GIVE GHETTO PARENTS POWER COMPARABLE TO THAT OF WHITE MIDDLE CLASS PARENTS. SUCH POWER, PROBABLY NOT EXERCISED BY ANY URBAN PARENTS, WOULD NOT JEOPARDIZE PROFESSIONAL STANDARDS BECAUSE THE BOARD WOULD RETAIN JOINT AUTHORITY, AND THE PRESSURES OF FUNDING AND ACCREDITATION AGENCIES WOULD PERSIST. OPPOSED BY NEARLY ALL CITY-WIDE EDUCATIONAL POWER GROUPS, THE DISSIDENTS BECAME A NEIGHBORHOOD PRESSURE GROUP AND PRESSED THEIR DEMAND--UNCONTROVERSIAL PER SE--FOR A BLACK PRINCIPAL AFTER A COMPETENT WHITE PRINCIPAL HAD BEEN APPOINTED. DEFEATED IN AN INITIAL BOYCOTT, THE GROUP SEEMS TO BE GENERALIZING ITS PROTEST TO OTHER NEIGHBORHOODS TO COMPETE WITH THE CITY-WIDE GROUPS WHICH DEFEATED THEM. FRAUGHT WITH DANGERS (CHIEFLY THOSE WHICH WEAKEN THE PRESSURE FOR INTEGRATION), THE STRATEGY OF QUALITY SEGREGATED EDUCATION THROUGH COMMUNITY CONTROL REPRESENTS "ONE SOUND ALTERNATIVE" TO SOME BASIC PROBLEMS IN URBAN EDUCATION. THIS ARTICLE WAS PUBLISHED IN "IRCD BULLETIN," VOLUME 2, NUMBER 5 AND VOLUME 3, NUMBER 1, WINTER 1966-1967. (AUTHOR)

ED 011 912 VT 000 027

EVALUATING VOCATIONAL EDUCATION IN THE PUBLIC SCHOOLS. DEVELOPMENT AND DEMONSTRATION OF EDUCATION IN THE PUBLIC SCHOOLS. FINAL REPORT.

By- BYRAN, HAROLD M.
MICHIGAN ST. UNIV., EAST LANSING,BUR.OF EDUC. RES.

REPORT NUMBER MSU-ER-32 PUB DATE OCT 65
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, ADMINISTRATIVE PERSONNEL, ADVISORY COMMITTEES, CONSULTANTS, EAST LANSING, FOLLOWUP STUDIES, STAFF UTILIZATION,

THE MAJOR PURPOSE WAS TO DEVELOP A GENERALIZED PROCEDURE FOR MAKING AN EVALUATION OF A COMPREHENSIVE PROGRAM OF VOCATIONAL EDUCATION USING THE SCHOOL'S OWN PERSONNEL RESOURCES COMMUNITY RESOURCES, AND STATE CONSULTANT SERVICES. A VARIETY OF ONGOING ACTIVITIES BY THE DIRECTOR, THE CONSULTANTS, AND THE STAFF IN THREE COOPERATING SCHOOLS IN MICHIGAN ARE DESCRIBED. THESE INCLUDED STAFF COMMITTEE WORK, SCHOOL OPEN-HOUSE VISITS, USE OF ADVISORY COMMITTEES, DEVELOPMENT OF SURVEY FORMS AND OTHER INSTRUMENTS, AND A STUDY OF PROGRAM OUTCOMES. THE PROJECT DEMONSTRATED THE VALUE OF INVOLVEMENT OF LOCAL STAFF. THE IMPORTANCE OF LOCAL ADMINISTRATIVE STAFF MEMBERS' APPROVAL AND SANCTION WAS EMPHASIZED. CONSULTANTS EVALUATING PROGRAMS IN PUBLIC SCHOOLS SHOULD BE PREPARED TO GIVE MORE DIRECT HELP THAN WAS DONE IN THIS STUDY. THOSE STAFF MEMBERS WORKING ON A COMMITTEE SHOULD BE PROVIDED WITH RELEASED TIME BY THE LOCAL PUBLIC SCHOOL. TWO EFFECTIVE PROCEDURES FOR CONDUCTING AN OCCUPATIONAL FOLLOWUP OF GRADUATES AND OTHER FORMER HIGH SCHOOL STUDENTS WERE DEMONSTRATED. IT WAS RECOMMENDED THAT THE PROJECT WHICH WAS THE BASIS OF THE PRESENT REPORT BE EXTENDED TO OTHER SCHOOLS IN MICHIGAN. (PS)

ED 011 913 VT 000 028

A FOLLOW-UP STUDY OF THE ATTITUDES OF LOCAL ADMINISTRATORS REGARDING THE FINANCING OF VOCATIONAL EDUCATION IN MICHIGAN.

By- WENRICH, RALPH C. VAN DYKE, ROBERT B.
MICHIGAN UNIV., ANN ARBOR,SCH. OF EDUCATION

PUB DATE OCT 65
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *FEDERAL AID, *OPINIONS, *STATE AID, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, ANN ARBOR, AREA VOCATIONAL SCHOOLS, BUSINESS EDUCATION, COOPERATIVE EDUCATION, HIGH SCHOOLS, HOMEMAKING EDUCATION, POSTSECONDARY EDUCATION, PRINCIPALS, QUESTIONNAIRES, SALARIES, SUPERINTENDENTS, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL DIRECTORS,

RESPONSES FROM 120 ADMINISTRATORS IN ALL SCHOOL DISTRICTS IN MICHIGAN EMPLOYING A REIMBURSED LOCAL DIRECTOR OF VOCATIONAL EDUCATION WERE ANALYZED TO DETERMINE THEIR OPINION ON--(1) PROBABLE EFFECTS ON REIMBURSED PROGRAMS IF THE SALARY REIMBURSEMENT WERE DISCONTINUED AT THE END OF 3 YEARS, (2) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF HIGH SCHOOL AND POST HIGH SCHOOL SERVICES AND PROGRAMS, (3) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF STATE SCHOOLS, AREA SCHOOLS, AND LOCAL SCHOOLS, AND (4) MORE EFFECTIVE USES OF STATE AND FEDERAL FUNDS. TABLES OF DATA INCLUDE--(1) FEDERAL AND STATE FUNDS APPROPRIATED FOR VOCATIONAL EDUCATION IN MICHIGAN BY YEAR FROM 1946 TO 1963, (2) FEDERAL AND STATE FUNDS PAID TO LOCAL COMMUNITIES FOR INSTRUCTION IN DAY SCHOOL PROGRAMS IN MICHIGAN HIGH SCHOOLS FOR COOPERATIVE TRAINING, AGRICULTURAL, HOMEMAKING, AND TRADE AND INDUSTRIAL EDUCATION, AND (3) CHANGES IN THE NUMBER OF REIMBURSED PROGRAMS OPERATED IN MICHIGAN FROM 1960 TO 1962. TABLES OF ADMINISTRATORS' OPINIONS ARE PRESENTED SEPARATELY FOR VOCATIONAL HOMEMAKING, TRADE AND INDUSTRIAL, COOPERATIVE OCCUPATIONS, AND AGRICULTURAL PROGRAMS. IF SALARY REIMBURSEMENTS WERE ELIMINATED, IT WAS CONCLUDED THAT FEW PROGRAMS WOULD BE ELIMINATED AND MOST PROGRAMS WOULD CONTINUE UNALTERED OR WITH SOME MODIFICATIONS. IT WAS RECOMMENDED THAT SUPPORT BE WITHDRAWN FOR SALARIES AFTER 5 YEARS, ONE-THIRD EACH YEAR FOR THE NEXT 3 YEARS. (PS)

ED 011 914 VT 000 033

TEACHER ADOPTION OF A NEW CONCEPT OF SUPERVISED PRACTICE IN AGRICULTURE.

By- MILLER, TEXTON R.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER NCU-ERS-4 PUB DATE OCT 65
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *ADOPTION (IDEAS), *AGRICULTURAL EDUCATION, *SUPERVISED FARM PRACTICE, *TEACHER ATTITUDES, *VOCATIONAL AGRICULTURE TEACHERS, GEOGRAPHY, HIGH SCHOOL STUDENTS, RALEIGH, STUDENT ENROLLMENT, TEACHING METHODS,

A NEW CONCEPT OF SUPERVISED PRACTICE WAS INTRODUCED AT THE 1963 ANNUAL CONFERENCE OF NORTH CAROLINA AGRICULTURE TEACHERS. IT STATED THAT STUDENTS SHOULD BE ENCOURAGED TO SELECT THEIR SUPERVISED PRACTICE ACTIVITIES FROM THE BROAD FIELD OF AGRICULTURE RATHER THAN LIMIT IT TO PRODUCTION AGRICULTURE. THIS STUDY WAS EXPECTED TO (1) IDENTIFY THE LEVEL OF TEACHER ACCEPTANCE OF THE NEW CONCEPT AND (2) DETERMINE THE EXTENT TO WHICH CERTAIN PERSONNEL AND SITUATIONAL FACTORS WERE ASSOCIATED WITH TEACHERS' ADOPTION DATA WERE OBTAINED BY PERSONAL INTERVIEW OF 47 TEACHERS, A 10 PERCENT RANDOM REPRESENTATIVE SAMPLE OF 465 TEACHERS OF

VOCATIONAL AGRICULTURE IN NORTH CAROLINA. THE PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION WAS USED TO DETERMINE THE RELATION OF FACTORS TO ADOPTION LEVEL. ADOPTION STAGES WERE CLASSIFIED AS (1) AWARENESS, (2) INTEREST, (3) EVALUATION, (4) TRIAL, AND (5) ADOPTION. AFTER 17 MONTHS, TWO-THIRDS OF THE TEACHERS HAD REACHED THE "EVALUATION" STAGE WITH HALF OF THESE READY TO BEGIN THE "TRIAL" STAGE. AN ADDITIONAL 17 PERCENT HAD REACHED ONE OF THE TOP TWO ADOPTION LEVELS. THE CONCLUSION WAS THAT TEACHERS HAD MADE REMARKABLE PROGRESS IN ADOPTING A NEW CONCEPT. IT WAS RECOMMENDED THAT FURTHER IMPLEMENTATION OF SUPERVISED PRACTICE BE ENCOURAGED BY GROUP DISCUSSIONS AND PILOT PROGRAMS RATHER THAN MASS MEDIA. (PS)

ED 011 915 VT 000 034

THE AGRICULTURAL STUDENT, A RESTUDY OF STUDENTS WHO ENROLLED AS FRESHMEN, FALL, 1960, IN THE COLLEGE OF AGRICULTURE, UNIVERSITY OF CALIFORNIA, DAVIS.

BY- THOMPSON, O. E. GORDON, S. F.
CALIFORNIA UNIV., DAVIS

PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *AGRICULTURE, *COLLEGE STUDENTS, *STUDENT CHARACTERISTICS, *WITHDRAWAL, ACADEMIC APTITUDE, ACHIEVEMENT RATING, ASPIRATION, COLLEGES, FAMILY BACKGROUND, GRADE POINT AVERAGE, HOME ECONOMICS, PARENT INFLUENCE, QUESTIONNAIRES, STUDENT INTERESTS, VETERINARY MEDICINE, VOCATIONAL INTERESTS,

OF 196 COLLEGE FRESHMEN STUDIED IN 1960, 147 WERE INCLUDED IN A RESTUDY TO--(1) DETERMINE IF COMMITMENT TO THE COLLEGE OF AGRICULTURE AND OTHER STUDENT CHARACTERISTICS ARE RELATED TO CONTINUATION IN AGRICULTURE, CHANGES IN MAJOR, SCHOLASTIC RECORD, OR WITHDRAWAL FROM COLLEGE, (2) DETERMINE PRESENT STATUS OF 1960 FRESHMEN, AND (3) COMPARE STUDENTS STILL ENROLLED IN AGRICULTURE WITH THOSE NO LONGER ATTENDING. COMMITTED STUDENTS WERE IDENTIFIED IN 1960 BY THEIR NEGATIVE RESPONSE TO THE QUESTION, "WHEN YOU WERE THINKING ABOUT GOING TO COLLEGE DID YOU SERIOUSLY CONSIDER ANY KIND OF SCHOOL OR COLLEGE DIVISION OTHER THAN A COLLEGE OF AGRICULTURE." SEPARATE QUESTIONNAIRES WERE ADMINISTERED TO THOSE STILL IN AGRICULTURE AT DAVIS AND THOSE WHO WERE NO LONGER AT DAVIS. COMMITTED STUDENTS WERE MORE LIKELY TO REMAIN IN AGRICULTURE, LESS LIKELY TO TRANSFER TO ANOTHER COLLEGE, AND LESS LIKELY TO WITHDRAW THAN THE UNCOMMITTED STUDENTS WHO, AS A GROUP, HAD HIGHER VERBAL AND MATHEMATICAL ABILITY SCORES. THOUGH THOSE WHO WITHDREW HAD LOWER GRADES AND VERBAL AND MATHEMATICAL ABILITY SCORES, ONLY ONE-FOURTH OF THOSE WITHDRAWING DID SO BECAUSE OF LOW SCHOLARSHIP. MOST OF THOSE WHO HAD WITHDRAWN ENROLLED IN ANOTHER INSTITUTION. AGRICULTURAL STUDENTS, WHEN COMPARED TO NONAGRICULTURAL STUDENTS, HAD LOWER VERBAL AND MATHEMATICAL ABILITY SCORES, BUT HIGHER GRADES. (JM)

ED 011 916 VT 000 035

THE ENTERING STUDENT, COLLEGE OF AGRICULTURE, A STUDY OF THE BACKGROUNDS, MOTIVATIONS, AND GOALS OF ENTERING STUDENTS IN THE COLLEGE OF AGRICULTURE AT DAVIS IN 1963 AND 1964.

BY- REGAN, MARY C. THOMPSON, O. E.
CALIFORNIA UNIV., DAVIS

REPORT NUMBER RES-HONOR-1 PUB DATE DEC 65
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *AGRICULTURE, *COLLEGE STUDENTS, *PERSONALITY ASSESSMENT, *STUDENT ATTITUDES, *VOCATIONAL INTERESTS, ENVIRONMENTAL INFLUENCES, FAMILY BACKGROUND, GRADE POINT AVERAGE, HOME ECONOMICS, STUDENT MOTIVATION, TRANSFER STUDENTS, VETERINARY MEDICINE,

BIOGRAPHICAL, ATTITUDE, AND PERSONALITY INVENTORIES WERE ADMINISTERED TO FRESHMEN COLLEGE STUDENTS IN ALL FIELDS IN THE FALL OF 1963 AND 1964 TO IDENTIFY BACKGROUND, PRESENT ATTITUDES, AND PERSONALITY FACTORS OF THE AGRICULTURAL STUDENT. IN ADDITION, THEIR ACADEMIC PERFORMANCE IN COLLEGE HAD BEEN FOLLOWED. THE STUDENTS IN AGRICULTURE WERE GROUPED ACCORDING TO THE MAJOR SUBDIVISIONS OF THE COLLEGE--PREVETERINARY MEDICINE, AGRICULTURAL SCIENCES, AND HOME ECONOMICS. COMPARISONS WERE MADE WITH THE COLLEGES OF LETTERS, AND SCIENCE AND ENGINEERING. THE AGRICULTURE STUDENT WAS UNLIKE HIS PEERS IN OTHER COLLEGES. HIS APPRECIATION OF SCIENCE WAS LIMITED PRIMARILY TO ITS APPLICATION IN SOLVING IMMEDIATE PROBLEMS. HE WAS PRAGMATIC AND THOUGHT IN PRACTICAL RATHER THAN ABSTRACT TERMS. HE LEANED TOWARD CONSERVATISM IN POLITICS AND IN HIS GENERAL ORIENTATION. HE MADE HIS DECISION TO ENROLL IN AGRICULTURE EARLIER THAN ENTERING STUDENTS IN OTHER COLLEGES, AND HE VIEWED COLLEGE AS PREPARATION FOR A VOCATION. THE PREVETERINARY MEDICINE STUDENT WAS MORE COMMITTEED TO HIS MAJOR, TO GRADUATION, AND TO GRADUATE SCHOOL THAN THE AGRICULTURAL SCIENCE STUDENT. THE HOME ECONOMICS STUDENT WAS LESS INTERESTED IN SCIENCE, MORE ALTRUISTIC, MORE DEPENDENT UPON OTHERS FOR GUIDANCE, AND MORE CONSERVATIVE THAN HER FELLOW AGRICULTURE STUDENTS. THE TRADITIONAL 4-YEAR UNDERGRADUATE CURRICULUM SHOULD BE RESTRUCTURED TO MAKE IT MORE LIBERAL. (PS)

ED 011 917 VT 000 036

A STUDY OF THE PERFORMANCE OF LIMITED STATUS STUDENTS COMPARED TO REGULAR GRADUATE STUDENTS IN AGRICULTURE.

BY- JUERGENSON, E.M.

PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *EFFECTIVE TEACHING, *GRADUATE STUDY, *LOW ACHIEVERS, *TEACHER EVALUATION, ENTERPRISE, GRADE POINT AVERAGE, UNIVERSITY OF CALIFORNIA AT DAVIS,

STUDENTS IN THE DEPARTMENT OF AGRICULTURAL EDUCATION AT THE UNIVERSITY OF CALIFORNIA AT DAVIS WHO DO NOT HAVE THE 2.5 GRADE POINT AVERAGE REQUIRED FOR ADMISSION TO THE GRADUATE SCHOOL ENTER AS LIMITED STATUS STUDENTS, PROVIDED THERE IS ADDITIONAL EVIDENCE OF TEACHER POTENTIAL, AS DETERMINED BY A JURY WHICH SUBJECTIVELY EVALUATES THE CANDIDATE'S FUTURE PERFORMANCE. THIS STUDY ATTEMPTS TO ASSESS ON-THE-JOB TEACHER PERFORMANCE OF 21 LIMITED STATUS STUDENTS AND 49 REGULAR GRADUATE STUDENTS BY USE OF A THEORETICAL SALARY SCALE, IN WHICH THE ADMINISTRATOR AND THE REGIONAL SUPERVISOR WERE ASKED TO INDICATE WHAT SALARY SHOULD BE PAID EACH TEACHER IN TERMS OF HIS PRESENT EFFECTIVENESS. THE FINDINGS INDICATED--(1) BOTH GROUPS PERFORMED EQUALLY WELL WHEN TEACHING, (2) FOR THE LIMITED STATUS STUDENTS, THERE WAS NO RELATIONSHIP BETWEEN PERFORMANCE AS TEACHERS AND THEIR UNDERGRADUATE GRADE POINT AVERAGE, (3) FOR THE REGULAR GRADUATE STUDENTS, A SIGNIFICANT RELATIONSHIP EXISTED BETWEEN PERFORMANCE AS TEACHERS AND GRADES, AND (4) THERE WAS A

SIGNIFICANT DIFFERENCE IN ALL GRADES RECEIVED BY THE TWO GROUPS AT THE POST GRADUATE LEVEL, WITH THE LIMITED STATUS STUDENTS LAGGING BEHIND. (PA)

ED 011 918 VT 000 078

PREPARING AGRICULTURAL TECHNICIANS, REPORT OF A NATIONAL SEMINAR ON AGRICULTURAL EDUCATION (OHIO STATE UNIVERSITY, JULY 20-24, 1964).

By- TAYLOR, ROBERT E.

OHIO STATE UNIV., COLUMBUS

PUB DATE 64

EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, *INSTRUCTIONAL STAFF, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, COLUMBUS, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, FINANCIAL SUPPORT, SEMINARS,

OVER 100 STATE AND NATIONAL LEADERS IN AGRICULTURAL EDUCATION, VOCATIONAL EDUCATION, AND TECHNICAL EDUCATION MET TO CONSIDER THEIR RESPONSIBILITIES FOR PROVIDING LEADERSHIP IN THE DEVELOPMENT AND EXPANSION OF PROGRAMS FOR PREPARING AGRICULTURAL TECHNICIANS. MAJOR SPEECHES ARE PRESENTED -- "THE PROBLEM - THE SETTING - THE PLANS FOR PREPARING AGRICULTURAL TECHNICIANS," "WHAT IS A TECHNICIAN," "AGRICULTURAL TECHNICIAN TRAINING POSSIBILITIES AND RESPONSIBILITIES," "GUIDELINES FOR THE DEVELOPMENT OF TRAINING PROGRAMS FOR AGRICULTURAL TECHNICIANS," "THE LABOURERS ARE FEW," "DETERMINING NEEDS FOR AGRICULTURAL TECHNICIANS," "A GUIDE FOR CURRICULUM DEVELOPMENT FOR EDUCATING AGRICULTURAL TECHNICIANS," "EDUCATION OF HIGHLY SKILLED AGRICULTURAL TECHNICIANS," "STUDENT SERVICES FOR AGRICULTURAL TECHNICIAN PROGRAMS," "FACILITIES AND EQUIPMENT FOR AGRICULTURAL TECHNICIAN PROGRAMS," AND "AGRICULTURAL TECHNICIAN PROGRAMS AND THE FARM EQUIPMENT INDUSTRY." REPORTS OF PANEL DISCUSSIONS AND TASK FORCES ARE GIVEN. (EM)

ED 011 919 VT 000 082

THE ROLE OF DISTRIBUTIVE TEACHER EDUCATORS IN ADULT EDUCATION.

By- CARTER, FAIRCHILD H.

INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

REPORT NUMBER PROF-BULL-3 PUB DATE 63

COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION

EDRS PRICE MF-$0.09 HC-$0.68 22P.

DESCRIPTORS- *ADULT EDUCATION, *DISTRIBUTIVE EDUCATION, *TEACHER EDUCATORS, *TEACHER ROLE, BLOOMINGTON, CONSULTANTS, COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION, NATIONAL SURVEYS,

TEACHER EDUCATORS FROM 22 INSTITUTIONS IN 20 STATES RESPONDED TO AN INQUIRY FROM ASKING THEM TO LIST ANY FUNCTIONS THEY PERFORMED IN ADULT EDUCATION DURING A 2-YEAR PERIOD. THE FINDINGS SHOWED NO IDENTICAL PATTERN OF OPERATION. ONE-SEVENTH OF THE RESPONDENTS REPORTED THAT THEIR INSTITUTION CHARGES FEES FOR THEIR SERVICES AS CONSULTANTS, AND OVER 50 PERCENT PERFORMED CONSULTATIVE FUNCTIONS AS A SERVICE WITHOUT FEES. THE SERVICES OFFERED TO SCHOOLS AND BUSINESSES SEEMED TO HAVE MORE CONSISTENT PATTERNS OF RESPONSE. APPROXIMATELY ONE-HALF OF THE TEACHER EDUCATORS TAUGHT ADULT CLASSES, AND ABOUT 40 PERCENT DID NOT PERFORM ANY FUNCTIONS IN FIELD INSTRUCTION. SLIGHTLY OVER ONE-HALF VISITED THE LOCAL SCHOOLS TO ASSIST IN SUPERVISION AND ADULT TEACHING. GENERALLY, THE TEACHER EDUCATORS EXPRESSED AN INTEREST IN RESEARCH, BUT LESS THAN ONE-THIRD HAD ANY UNDERWAY AT THE TIME OF THE SURVEY. RECOMMENDATIONS INCLUDED DEVELOPING STUDIES TO--(1) COMPARE THE ACTUAL FUNCTIONS PERFORMED BY TEACHER EDUCATORS WITH THEIR EXPRESSED INTENTIONS AND PHILOSOPHIES AND (2) COMPARE THE STATED FUNCTIONS OF THE TEACHER EDUCATORS WITH THE FUNCTIONS THAT THE STATE SUPERVISORS BELIEVE ARE THE DUTIES OF THE TEACHER EDUCATOR. APPENDIXES CONTAIN A 22-ITEM SURVEY FORM AND THE LETTER ACCOMPANYING IT, A SCALE FOR EVALUATING ADULT EDUCATION STUDENT TEACHING EXPERIENCE, AND A LIST OF RESPONDING INSTITUTIONS. (SL)

ED 011 920 VT 000 088

ATTITUDES AND BELIEFS ABOUT HOMEMAKING AND/OR HOME ECONOMICS EDUCATION IN MICHIGAN SECONDARY SCHOOLS.

By- VOSSBRINK, META

MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.

REPORT NUMBER RP-ORD-2155 PUB DATE FEB 66

EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *EFFECTIVE TEACHING, *HOMEMAKING EDUCATION, *PROGRAM EVALUATION, *TEACHER ATTITUDES, EAST LANSING, PROGRAM IMPROVEMENT, QUESTIONNAIRES, SECONDARY SCHOOLS,

THIS STUDY IS A DESCRIPTIVE ANALYSIS OF THE ATTITUDES AND BELIEFS OF ADMINISTRATIVE SCHOOL PERSONNEL TOWARDS HOMEMAKING EDUCATION AS A PART OF THE SCHOOLS' EDUCATIONAL PROGRAM. AN ANALYSIS OF THE LITERATURE AND INTERVIEWS OF 75 ADMINISTRATORS OR COUNSELORS AND 1ST-YEAR TEACHERS IN 43 SCHOOLS WERE USED IN DEVELOPING A QUESTIONNAIRE. A 33 PERCENT SAMPLE WAS CHOSEN FROM 478 FORMS ACCEPTABLE FOR THE STUDY. QUESTIONNAIRES WERE SENT TO ADMINISTRATORS AND COUNSELORS IN EACH OF THE SCHOOLS. A SECOND QUESTIONNAIRE WAS SENT TO EACH HOME ECONOMICS TEACHER IN THE SCHOOLS. RESPONSES WERE RECEIVED FROM 109 TOWNS WITH 112 HOME ECONOMICS PROGRAMS. THERE WAS AGREEMENT BETWEEN ADMINISTRATORS THAT PREPARATION FOR HOMEMAKING RESPONSIBILITIES AND FAMILY LIFE WAS IMPORTANT. PROGRAMS OFFERED A WELL-BALANCED CHOICE OF COURSES, WITH THE FAMILY AS THE CENTRAL FOCUS. THE USE OF THE CLASSROOM AS A LEARNING ENVIRONMENT FOR RESOLVING COMMUNITY PROBLEMS WAS NOT WIDELY PRACTICED. ADMINISTRATORS AGREED THAT HOME ECONOMICS WAS OF PARTICULAR VALUE TO GIRLS. IF MIXED GROUPS WERE CONSIDERED, THESE SHOULD BE PLACED IN SPECIAL CLASSES WHICH DEALT WITH SOCIAL AND PERSONAL DEVELOPMENT OR FAMILY LIVING. ADDITIONAL SUGGESTIONS ARE GIVEN. QUESTIONNAIRE FORMS AND SUMMARIES OF DATA ARE GIVEN IN THE APPENDIXES. (MS)

ED 011 921 VT 000 393

CALIFORNIA STATE CONFERENCE ON VOCATIONAL EDUCATION (LOS ANGELES, JANUARY 11-12, 1965).

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *CONFERENCES, *CONTINUING EDUCATION, *LABOR FORCE, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, CULTURALLY DISADVANTAGED, EDUCATIONAL FINANCE, EMPLOYMENT OPPORTUNITIES, LOS ANGELES, OCCUPATIONAL GUIDANCE, SCHOOL

COMMUNITY COOPERATION, WORK EXPERIENCE PROGRAMS,

MORE THAN 800 DELEGATES, REPRESENTING A CROSS SECTION OF CALIFORNIA'S LEADERS, MET TO CONSIDER THE PLACE OF VOCATIONAL EDUCATION IN TOMORROWS WORLD. THE FOLLOWING ADDRESSES WERE GIVEN AT THE GENERAL SESSIONS--(1) "MAN'S RELATIONSHIP TO HIS WORKING ENVIRONMENT," (2) "NEEDS OF OUR LABOR FORCE IN THE NEXT DECADE," (3) "VOCATIONAL EDUCATION--A WAY OF LIFE," (4) "VOCATIONAL NEED FOR CONTINUING EDUCATION," AND (6) "VOCATIONAL EDUCATION IS EVERYONE'S JOB," THE TOPICS OF THE DISCUSSION SECTIONS WERE--(1) "WHAT MAKES YOUTH EMPLOYABLE," (2) "HOW FUTURE MANPOWER AND TRAINING NEEDS CAN BE IDENTIFIED," (3) THE ROLE OF BUSINESS AND INDUSTRY IN VOCATIONAL EDUCATION," (4) "THE RESPONSIBILITY FOR VOCATIONAL EDUCATION," (6) "WORK EXPERIENCE EDUCATION AND VOCATIONAL EDUCATION," (7) "VOCATIONAL EDUCATION AND THE SOCIOECONOMICALLY HANDICAPPED," (8) "PROGRESS AND PROMISE FOR EDUCATING ADULTS FOR EMPLOYMENT," (9) "COUNSELING AND GUIDANCE FOR OCCUPATIONAL TRAINING," (10) "THE RESPONSIBILITY OF THE DEPARTMENT OF EDUCATION FOR VOCATIONAL EDUCATION," (11) "FINANCING VOCATIONAL EDUCATION." (SL)

ED 011 922 VT 000 306

GUIDANCE IN VOCATIONAL EDUCATION--GUIDELINES FOR RESEARCH AND PRACTICE, A REPORT OF A NATIONAL INTERDISCIPLINARY SEMINAR (OHIO STATE UNIVERSITY, JANUARY 12-14, 1966).
By- CAMPBELL, ROBERT E., ED.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
REPORT NUMBER VOCAT-EDUC-LEAD-STUDY-2 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$7.60 190P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL GUIDANCE, *OCCUPATIONAL INFORMATION, *SEMINARS, *VOCATIONAL EDUCATION, COMPUTER ORIENTED PROGRAMS, COUNSELORS, DATA PROCESSING, EDUCATIONALLY DISADVANTAGED, LABOR ECONOMICS, LABOR FORCE, MINORITY GROUPS, PHYSICALLY HANDICAPPED, PUBLIC RELATIONS, TECHNICAL EDUCATION, UNEMPLOYED, VOCATIONAL ADJUSTMENT, VOCATIONAL COUNSELING,

IN RESPONSE TO THE NEED FOR EFFECTIVE PROGRAMS OF VOCATIONAL GUIDANCE, THE CENTER INVITED NATIONALLY RECOGNIZED LEADERS FROM SEVERAL DISCIPLINES TO DEVELOP GUIDELINES FOR INITIATING AND IMPROVING SUCH PROGRAMS. THERE WERE SIX OVERALL GOALS--(1) TO STIMULATE INTERDISCIPLINARY RESEARCH AND INTEREST, (2) TO EVALUATE THE STATUS OF THE FIELD AND TO IDENTIFY SPECIFIC PROBLEM AREAS, (3) TO ASSIST EDUCATORS AND ADMINISTRATORS IN ESTABLISHING POLICY AND PROGRAM GUIDELINES, (4) TO COORDINATE AND EXCHANGE INFORMATION AMONG THE RELEVANT DISCIPLINES, (5) TO PROJECT LONG-RANGE NEEDS AND GOALS, AND (6) TO REDUCE THE TIME LAG BETWEEN RESEARCH, THEORY, AND PRACTICE. ADDRESSES INCLUDED--(1) "AN INTERDISCIPLINARY APPROACH TO VOCATIONAL EDUCATION AND GUIDANCE," (2) "OVERVIEW OF RESEARCH AND DEVELOPMENT ACTIVITIES--DIVISION OF ADULT AND VOCATIONAL RESEARCH," (3) "MANPOWER AND LABOR ECONOMICS--IMPLICATIONS FOR GUIDANCE IN VOCATIONAL-TECHNICAL EDUCATION," (4) "A SOCIOLOGICAL APPROACH TO THE ANALYSIS OF PREPARATION FOR WORK LIFE," (5) "PSYCHOLOGICAL JOB ADJUSTMENTS--IMPLICATIONS FOR GUIDANCE IN VOCATIONAL-TECHNICAL EDUCATION," (6) "EXPLORATION IN COMPUTER-ASSISTED COUNSELING." (SL)

ED 011 923 VT 000 403

ADMISSION OF HIGH SCHOOL GRADUATES OF THE BUSINESS EDUCATION CURRICULUM TO COLLEGES AND UNIVERSITIES.
By- MORNEWECK, CARL D.
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
PUB DATE AUG 65
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *ADMISSION CRITERIA, *BUSINESS EDUCATION, *COLLEGE ADMISSION, *COLLEGE ENTRANCE EXAMINATIONS, *HIGH SCHOOL GRADUATES, HARRISBURG,

A STUDY WAS MADE OF THE ADMISSION REQUIREMENTS OF THE COLLEGES AND UNIVERSITIES IN PENNSYLVANIA AS THEY AFFECTED HIGH SCHOOL GRADUATES WHO HAD COMPLETED THE BUSINESS EDUCATION CURRICULUM. OF THE 85 COLLEGES AND UNIVERSITIES WHICH RETURNED QUESTIONNAIRES, 41 ADMITTED THESE GRADUATES, 4 ADMITTED THEM UNDER LIMITING CONDITIONS, AND 40 DID NOT ADMIT THEM. THE INFORMATION FROM THE 85 INSTITUTIONS IS LISTED AND INCLUDES--(1) SPECIFIC SUBJECTS REQUIRED IN ADDITION TO THE STATE REQUIREMENTS FOR HIGH SCHOOL GRADUATION, (2) ADMISSION REQUIREMENTS FOR STUDENTS TAKING THE COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION AND THE SCORES STUDENTS SHOULD ATTAIN TO BE ELIGIBLE FOR ADMISSION, (3) OTHER EXAMINATIONS PROSPECTIVE STUDENTS ARE REQUIRED TO TAKE, AND (4) THE PERCENTAGE OF 1ST-YEAR STUDENTS WHO COME FROM EACH FIFTH OF THEIR HIGH SCHOOL GRADUATING CLASS. (PS)

ED 011 924 VT 000 406

RELATIONSHIPS AMONG SELECTED MOTIVATIONS INTO VOCATIONAL EDUCATION.
By- CRABICK, LAWRENCE M.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.
REPORT NUMBER NCU-ER-6 PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *CAREER CHOICE, *MOTIVATION, *TEACHING, *VOCATIONAL EDUCATION, COLLEGE STUDENTS, RALEIGH, VOCATIONAL EDUCATION TEACHERS,

THE PURPOSE WAS TO EXAMINE THE RELATIVE INFLUENCE OF A NUMBER OF FACTORS MOTIVATING PERSONS TO ENTER VOCATIONAL EDUCATION. THE SAMPLE CONSISTED OF (1) 72 FULL-TIME UNDERGRADUATE STUDENTS OF VOCATIONAL EDUCATION IN THE SCHOOL OF EDUCATION, NORTH CAROLINA STATE UNIVERSITY ON MAY 1965 AND (2) 15 HIGH SCHOOL TEACHERS RANDOMLY SELECTED FROM THE POPULATION OF 1956-60 VOCATIONAL EDUCATION GRADUATES AT NORTH CAROLINA STATE UNIVERSITY WHO WERE EMPLOYED AS HIGH SCHOOL VOCATIONAL EDUCATION TEACHERS DURING THE SPRING OF 1965. PHRASES REPRESENTATIVE OF PREDISPOSING FACTORS (FAMILY, SCHOOL, AND PEERS) AND DIMENSIONAL FACTORS (ALTRUISM, INCOME, PRESTIGE, MOBILITY, AND KNOWLEDGE) WERE COMBINED IN A STANDARDIZED STATEMENT FORM WHICH WOULD FORCE THE RESPONDENT TO ASSIGN ORDERS OF IMPORTANCE. THE QUALITY RANKINGS OF THE RESPONDENTS, THEIR SATISFACTION WITH VOCATIONAL EDUCATION, AND THE TYPE OF VARIABLE MOST INFLUENTIAL IN THEIR DECISION TO ENTER VOCATIONAL EDUCATION WERE ANALYZED TO DETERMINE THE RELATIONSHIP. SIGNIFICANT UNIFORMITY EXISTED WITHIN TEACHER AND STUDENT GROUPS. FOR EACH, THE PREDISPOSING VARIABLE OF SCHOOL ATMOSPHERE WAS MOST IMPORTANT. THE MOST IMPORTANT DIMENSIONAL VARIABLE FOR THE TEACHERS WAS THE ALTRUISTIC PURPOSE, WHEREAS, FOR STUDENTS, IT WAS THE OPPORTUNITY TO

IMPROVE THEIR SOCIAL POSITION IN LIFE AND OBTAIN PRESTIGE. (SL)

ED 011 925 VT 000 407

OCCUPATIONAL DESIRES AND EXPECTATIONS OF NORTH CAROLINA HIGH SCHOOL SENIORS.
By- NUNALEE, THOMAS H. III DRABICK, LAWRENCE W.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.
REPORT NUMBER NCU-ER-3 PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *OCCUPATIONAL GUIDANCE, *SOCIOECONOMIC BACKGROUND, *VOCATIONAL INTERESTS, ASPIRATION, GRADE 12, HIGH SCHOOL STUDENTS, INTELLIGENCE FACTORS, NORTH HATT SCALE, OCCUPATIONAL CHOICE, PARENTAL BACKGROUND, RACIAL DIFFERENCES, RALEIGH, RURAL URBAN DIFFERENCES, SEX DIFFERENCES, SIBLINGS,

A STUDY WAS MADE TO DETERMINE (1) THE OCCUPATIONAL DESIRES AND THE ACTUAL EMPLOYMENT EXPECTATIONS OF NORTH CAROLINA HIGH SCHOOL SENIORS, (2) THE EXTENT AND DIRECTION OF THESE DIFFERENCES, AND (3) THE RELATIONSHIP OF BACKGROUND FACTORS ASSOCIATED WITH THE INDIVIDUAL. THE SAMPLE WAS COMPOSED OF 1,089 SENIORS FROM 12 WHITE AND 11 NEGRO SCHOOLS IN NORTH CAROLINA, WHO PROVIDED NAMES OF OCCUPATIONS IN WHICH THEY DESIRED TO ENGAGE AS WELL AS OCCUPATIONS IN WHICH THEY EXPECTED TO ENGAGE. OCCUPATIONS WERE CODED ACCORDING TO A MODIFIED VERSION OF THE NORTH-HATT SCALE. CONCLUSIONS WERE -- (1) RESPONDENTS OF HIGH AND LOW EXTREMES OF INTELLIGENCE MORE FREQUENTLY THAN THOSE OF MEDIUM INTELLIGENCE INDICATED NO DIFFERENCE IN PRESTIGE BETWEEN THE DESIRED AND EXPECTED OCCUPATIONS, (2) RESPONDENTS WHOSE FATHERS HAD HIGH OCCUPATIONAL PRESTIGE INDICATED NO DIFFERENCE BETWEEN DESIRED AND EXPECTED OCCUPATIONS, AND THOSE WHOSE FATHERS HAD LOW OCCUPATIONAL PRESTIGE EXPRESSED A DESIRE FOR A HIGHER PRESTIGE OCCUPATION THAN EXPECTED, (3) RESPONDENTS HAVING TWO OR FEWER SIBLINGS INDICATED THE LEAST DIFFERENCE BETWEEN THE PRESTIGE OF DESIRED AND EXPECTED OCCUPATIONS, AND RESPONDENTS WHO HAD MORE THAN FIVE SIBLINGS INDICATED A DESIRE FOR A HIGHER PRESTIGE OCCUPATION THAN EXPECTED, AND (4) TOWN RESIDENTS MORE FREQUENTLY INDICATED NO OR LESS DIFFERENCE BETWEEN DESIRED AND EXPECTED OCCUPATIONS THAN COUNTRY RESIDENTS. THE DESIRES AND EXPECTATIONS ARE ALSO ANALYZED BY RACE AND SEX. (PS)

ED 011 926 VT 000 410

EDUCATION AND TRAINING FOR THE WORLD OF WORK, A VOCATIONAL EDUCATION PROGRAM FOR THE STATE OF MICHIGAN.
By- SMITH, HAROLD T.
W. E. UPJOHN INST. FOR EMPLOYMENT RESEARCH
PUB DATE JUL 63
EDRS PRICE MF-$0.27 HC-$6.56 184P.

DESCRIPTORS- *AREA VOCATIONAL SCHOOLS, *POSTSECONDARY EDUCATION, *TECHNICAL EDUCATION, ADULT EDUCATION, CALIFORNIA, COMMUNITY COLLEGES, CONNECTICUT, EDUCATIONAL FINANCE, FEDERAL AID, FEDERAL LEGISLATION, FLORIDA, ILLINOIS, KENTUCKY, MICHIGAN, MINNESOTA, NEW YORK, NORTH CAROLINA, OHIO, PENNSYLVANIA, SECONDARY EDUCATION, SUPERVISION, VOCATIONAL EDUCATION,

RECOMMENDATIONS ARE PRESENTED FOR DEVELOPING A MATURE SYSTEM OF VOCATIONAL AND TECHNICAL EDUCATION IN MICHIGAN. THE NEEDS OF EDUCATION ARE PRESENTED. SECONDARY INSTITUTIONS, POSTSECONDARY PROGRAMS, FINANCING, STATE SUPERVISION, TEACHERS, RESEARCH, AND COUNSELING ARE DISCUSSED. THE HUB OF THE VOCATIONAL EDUCATION SYSTEM OF TOMORROW WILL BE THE COMPREHENSIVE AREA POSTSECONDARY AND ADULT EDUCATION INSTITUTION WHICH SHOULD BE IN EVERY COMMUNITY IN THE STATE. WHEN AN AREA IS NOT ABLE TO SUPPORT A POSTSECONDARY INSTITUTION, A COOPERATIVE AREA VOCATIONAL FACILITY OR EDUCATION CENTER SHOULD BE ESTABLISHED WITHIN A COMMUTING AREA AS AN EMBRYO POSTSECONDARY AND ADULT EDUCATION INSTITUTION. REPORTS ON WHAT IS BEING DONE OR CONSIDERED IN VOCATIONAL EDUCATION ARE GIVEN FOR SUCH SELECTED AREAS AS CALIFORNIA, CONNECTICUT, FLORIDA, KENTUCKY, ILLINOIS, MICHIGAN, MINNESOTA, NEW YORK, NORTH CAROLINA, OHIO, AND PENNSYLVANIA. INCLUDED IN THE APPENDIX IS "EXAMPLE OF A BASIC CLASSROOM UNIT FOUNDATION FORMULA FOR DETERMINING STATE SUPPORT OF ELEMENTARY AND SECONDARY EDUCATION IN A HYPOTHETICAL STATE." THIS DOCUMENT IS ALSO AVAILABLE FROM THE W.E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH, 709 SOUTH WESTNEDGE AVENUE, KALAMAZOO, MICHIGAN 49230. (SL)

ED 011 927 VT 000 419

REPORT ON THE WORKSHOP FOR TEACHERS OF VOCATIONAL NURSING (FRESNO, APRIL 8-11, 1963).
By- LAWRENCE, VAN B.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, *PRACTICAL NURSES, *WORKSHOPS, ADMISSION CRITERIA, BIOLA SCHOOL OF MISSIONARY MEDICINE, CALIFORNIA, CALIFORNIA STATE BOARD OF VOCATIONAL NURSE EXAMINERS, CERRITOS COLLEGE, COLLEGE OF MARIN, COMPTON COLLEGE, CURRICULUM DEVELOPMENT, HEALTH OCCUPATIONS, MT. SAN ANTONIO COLLEGE, PROGRAM EVALUATION, SACRAMENTO CITY COLLEGE, TEACHING TECHNIQUES,

SERVICES PROVIDED BY VOCATIONAL NURSES HAVE CHANGED SIGNIFICANTLY AND THIS HAD MADE NECESSARY CHANGES IN THE TRAINING PROGRAM. THIS WORKSHOP WAS CONDUCTED TO GIVE 93 TEACHERS OF VOCATIONAL NURSING IN CALIFORNIA AN OPPORTUNITY TO WORK INTENSIVELY ON THE DEVELOPMENT OF APPROPRIATE MATERIALS. WESLEY P. SMITH AND HELEN K. POWERS PRESENTED KEYNOTE SPEECHES. PANEL TOPICS WERE SELECTIONS OF STUDENTS, TEACHING TECHNIQUES, PROGRAM EVALUATION, AND IMPLEMENTING THE CURRICULUM. "IMPLICATIONS FOR THE FUTURE" WAS THE TOPIC OF MISS POWERS' SUMMARIZING SPEECH. (PA)

ED 011 928 VT 001 270

PROCEEDINGS OF THE CONFERENCE ON BUYING AND CONSUMPTION PRACTICES OF LOW INCOME FAMILIES (NEW YORK UNIVERSITY, FEBRUARY 14, 1964).
By- OPPENHEIM, IRENE
NEW YORK UNIV., N.Y.
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *CONSUMER ECONOMICS, *FAMILY PROBLEMS, *HOME ECONOMICS, *LOW INCOME GROUPS, BIBLIOGRAPHIES, COMMUNITY AGENCIES (PUBLIC), CONFERENCES, ECONOMIC DISADVANTAGEMENT, FAMILY INCOME, FAMILY PROGRAMS, NEW YORK CITY, RESEARCH, SOCIAL SERVICES,

THE PARTICIPANTS IN THIS WORKSHOP WERE INTERESTED IN DETERMINING HOW HOME ECONOMISTS MAY WORK MORE EFFECTIVELY WITH THE POOR. THEY INCLUDED WELFARE DIRECTORS, TEACHERS, CASEWORKERS, HOME ECONOMISTS, ECONOMISTS, AND CREDIT AND LIFE INSURANCE REPRESENTATIVES. LOW INCOME WAS DEFINED IN RELATION TO NEED AND TO TOTAL RESOURCES. PRESENTATIONS WERE--(1) "RESEARCH AND THE LOW INCOME FAMILY," (2) "DEFINITION OF LOW INCOME," (3) "TYPES OF COMMUNITY PROGRAMS FOR LOW INCOME FAMILIES," (4) "BRIEF OVERVIEW OF THE VARIETY OF PROGRAMS FOR THE LOW INCOME FAMILY," AND (5) "BRIEF OVERVIEW OF HOME ECONOMICS PROGRAMS." ROUND TABLE DISCUSSIONS DEALT WITH "THE PREPARATION OF HOME ECONOMISTS TO WORK WITH LOW INCOME FAMILIES" AND "WHAT TYPES OF RESEARCH AND EXPERIMENTAL PROJECTS DO WE NEED." PROGRAMS FOR THE LOW INCOME FAMILIES ARE CONCERNED WITH INCOME, PUBLIC WELFARE, HOUSING, HEALTH, AND EDUCATION. CONSUMER EDUCATION IS NEEDED BY YOUNG PEOPLE AS THEY OFTEN MARRY EARLY. A BIBLIOGRAPHY IS INCLUDED. (MS)

ED 011 929 VT 001 550

VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *EDUCATIONAL NEEDS, *EDUCATIONAL PROBLEMS, *EDUCATIONAL RESEARCH, *SPECIAL EDUCATION, *VOCATIONAL EDUCATION, ABILITY, AGED, BIBLIOGRAPHIES, CONTINUING EDUCATION, CULTURALLY DISADVANTAGED, DELINQUENTS, DROPOUT IDENTIFICATION, DROPOUT PREVENTION, DROPOUT RESEARCH, EMOTIONALLY DISTURBED, EMPLOYMENT OPPORTUNITIES, MENTALLY HANDICAPPED, MIDDLE AGED, MINORITY GROUPS, PHYSICALLY HANDICAPPED, POTENTIAL DROPOUTS, SACRAMENTO, SMALL SCHOOLS, SOCIOECONOMIC STATUS, UNDERACHIEVERS,

A SURVEY OF RESEARCH WAS MADE TO IDENTIFY THE VOCATIONAL NEEDS OF INDIVIDUALS WITH SPECIAL PROBLEMS. COMPLETED STUDIES, RESEARCH-IN-PROGRESS, AND CURRENT PROPOSALS WERE INCLUDED. TOPICS COVERED IN THIS SUMMARY ARE (1) AGING, (2) CONTINUATION EDUCATION, (3) THE CULTURALLY DEPRIVED, (4) DELINQUENCY, (5) DROPOUT, (6) EMOTIONAL DISTURBANCE, (7) LOW ABILITY, (8) MENTAL RETARDATION, (9) MINORITY RACIAL GROUPS, (10) PHYSICALLY HANDICAPPED STUDENTS, (11) SMALL SCHOOLS, (12) SOCIOECONOMIC STUDIES, (13) UNDERACHIEVERS, AND (14) WORK OPPORTUNITIES. A BIBLIOGRAPHY IS INCLUDED. (MS)

ED 011 930 VT 001 807

MANPOWER PROJECTIONS AND TRAINING NEEDS FORECAST TO 1975 FOR THE TERRE HAUTE AREA.
INDIANA STATE UNIV., TERRE HAUTE
REPORT NUMBER BR-6-2717 PUB DATE NOV 66
GRANT OEG 3-6-062717-2144
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *EDUCATIONAL NEEDS, *EMPLOYMENT TRENDS, *OCCUPATIONAL SURVEYS, CLERICAL OCCUPATIONS, EMPLOYMENT OPPORTUNITES, FARM OCCUPATIONS, MANAGERIAL OCCUPATIONS, PROFESSIONAL OCCUPATIONS, SALES OCCUPATIONS, SEMISKILLED OCCUPATIONS, SERVICE OCCUPATIONS, SKILLED OCCUPATIONS, TECHNICAL OCCUPATIONS, TERRE HAUTE, UNSKILLED OCCUPATIONS,

USING U.S. CENSUS BUREAU AND INDIANA EMPLOYMENT SECURITY DIVISION DATA, A PREVIOUS STUDY WAS UPDATED TO INCLUDE PROJECTIONS OF MANPOWER AND TRAINING NEEDS FOR THE TERRE HAUTE AREA. GRAPHS SHOW TRENDS FOR EIGHT OCCUPATIONAL GROUPS IN THE UNITED STATES, THE NATION'S URBAN AREAS, INDIANA, AND THE TERRE HAUTE STANDARD METROPOLITAN AREA. MANPOWER NEEDS ARE SHOWN FOR SPECIFIC OCCUPATIONS AND GRAPHICALLY DISPLAYED FOR 1960, 1965, 1970, AND 1975 FOR THE FOLLOWING OCCUPATIONAL GROUPS--(1) PROFESSIONAL AND TECHNICAL, (2) CLERICAL AND SALES, (3) CRAFTSMEN AND FOREMEN, (4) OPERATIVES AND TRAINEES, AND (5) SERVICE. REPLACEMENT, PREPARATORY, INSERVICE, AND TOTAL TRAINING NEEDS ARE FORECAST FOR SELECTED OCCUPATIONS. RISING MANPOWER NEEDS ARE FORECAST IN PROFESSIONAL, TECHNICAL, AND SERVICE OCCUPATIONS. STEADILY DECREASING NEEDS ARE FORECAST FOR PROPRIETORS, MANAGERS, CLERKS, SALESMEN, OPERATIVE, TRAINEES, LABORERS, FARMERS, AND FARM LABORERS. NEEDS ARE EXPECTED TO REMAIN STEADY FOR CRAFTSMEN AND FOREMEN. (JH)

ED 011 931 VT 002 416

MATERIALS DEVELOPED BY OR AVAILABLE THROUGH THE INSTRUCTIONAL MATERIALS LABORATORY.
KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION
PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *VOCATIONAL EDUCATION, LEXINGTON,

MATERIALS INCLUDE--(1) TEACHING UNITS IN AGRICULTURAL PRODUCTION FOR USE WITH HIGH SCHOOL STUDENTS, YOUNG FARMERS, AND ADULT FARMERS, (2) TEACHING UNITS AND TRANSPARENCY MASTERS FOR BUSINESS AND OFFICE EDUCATION, AND (3) TEACHING UNITS FOR DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS, HOME ECONOMICS, AND TRADE AND INDUSTRIAL EDUCATION. (EM)

ED 011 932 VT 002 930

NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION.
BY- COTRELL, CALVIN J. VALENTINE, IVAN E.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
REPORT NUMBER BR-6-1868 PUB DATE 30 APR 67
GRANT OEG-3-6-061868-0722
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- *INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *NATIONAL PROGRAMS, *TECHNICAL EDUCATION, COLUMBUS, EDUCATIONAL PROGRAMS, EVALUATION TECHNIQUES, INSTRUCTIONAL MATERIALS, PROGRAM EVALUATION, QUESTIONNAIRES, SELF EVALUATION,

THE NATIONWIDE GROWTH IN TECHNICAL EDUCATION, STIMULATED BY THE DEMAND FOR GREATER NUMBERS OF TECHNICIANS, HAS BROUGHT ABOUT TREMENDOUS NEED FOR LEADERSHIP PERSONNEL. THE PURPOSE OF THIS PROJECT WAS TO PLAN, DEVELOP, IMPLEMENT, AND EVALUATE FIVE 2-WEEK LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION DESIGNED TO PROVIDE TRAINING FOR CURRENT AND POTENTIAL LEADERS IN TECHNICAL EDUCATION. INSTITUTES WERE CONDUCTED AT COLORADO STATE UNIVERSITY, OKLAHOMA STATE UNIVERSITY, RUTGERS - THE STATE UNIVERSITY, UNIVERSITY OF FLORIDA, AND THE UNIVERSITY OF ILLINOIS WITH THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, OHIO STATE UNIVERSITY, SERVING AS THE COORDINATING AGENCY FOR THE CONSORTIUM. THE MAJORITY OF THE 195 PARTICIPANTS FROM 48 STATES AND PUERTO

RICO WERE EMPLOYED IN ADMINISTRATIVE OR SUPERVISORY POSITIONS AT THE STATE OR LOCAL LEVEL. THE PROJECT EVALUATION REVEALED THAT PARTICIPANTS REPORTED A GAIN IN KNOWLEDGE OF CONCEPTS IN TECHNICAL EDUCATION AND WERE GENERALLY SATISFIED WITH THE CONTENT AND OPERATION OF THE INSTITUTES. A MAJORITY OF THE PARTICIPANTS RECEIVED ABOVE AVERAGE SCORES IN APPLYING KNOWLEDGE GAINED DURING THE INSTITUTES, INDICATED PLANS FOR IMPLEMENTING CHANGES IN THEIR PROGRAMS, AND RECEIVED AVERAGE RATINGS BY INSTITUTE DIRECTORS FOR THEIR DEMONSTRATED LEADERSHIP SKILLS. INSTRUCTIONAL MATERIALS DEVELOPED FOR THE PROJECT INCLUDED A "COMPILATION OF TECHNICAL EDUCATION MATERIALS" AND TWO SUPPLEMENTS (VT 002 928, VT 002 930, VT 002 936). (PS)

ED 011 933 VT 002 928

COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS, SUPPLEMENT II, INSTITUTE PRESENTATIONS, NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION (SUMMER, 1966).

BY- COTRELL, C. J., COMP. VALENTINE, I. E., COMP.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE APR 67

EDRS PRICE MF-$0.36 HC-$8.60 217P.

DESCRIPTORS- *INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *SPEECHES, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, ADMINISTRATIVE ORGANIZATION, COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EDUCATIONAL OBJECTIVES, EDUCATIONAL RESEARCH, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL STAFF, PUBLIC RELATIONS, STUDENTS, TEACHER SUPERVISION,

INSTITUTES FOR LEADERSHIP TRAINING WERE CONDUCTED BY COLORADO STATE UNIVERSITY, OKLAHOMA STATE UNIVERSITY, RUTGERS--THE STATE UNIVERSITY, THE UNIVERSITY OF FLORIDA, AND THE UNIVERSITY OF ILLINOIS AND COORDINATED BY THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION AT THE OHIO STATE UNIVERSITY. PARTICIPANTS WERE 195 LEADERS AND POTENTIAL LEADERS IN TECHNICAL EDUCATION REPRESENTING 46 STATES AND PUERTO RICO. THE SUBJECT AREAS OF THE PRESENTATIONS WERE (1) LEADERSHIP ROLE, (2) RATIONALE AND NEED FOR TECHNICAL EDUCATION, (3) THE TECHNICAL EDUCATION STUDENT, (4) ADMINISTRATIVE STRUCTURE OF TECHNICAL INSTITUTIONS, (5) PROGRAM PATTERNS AND CURRICULUM DEVELOPMENT, (6) FACILITIES AND EQUIPMENT, (7) STAFFING, (8) FINANCING EDUCATION PROGRAMS, (9) SUPERVISION AND INSERVICE EDUCATION, (1) ESTABLISHING RESEARCH, AND (11) PUBLIC RELATIONS. REPRESENTATIVE PRESENTATIONS FROM SELECTED AREAS WERE--(1) "THE LEADERSHIP ROLE," (2) "RATIONALE AND NEED FOR TECHNICAL EDUCATION," (3) "THE ADMINISTRATOR'S ROLE IN PROVIDING SUPPORT FOR EFFECTIVE FACULTY-STUDENT DIALOGUE," (4) "IMPLICATIONS AND IMPACT OF THE VOCATIONAL EDUCATION ACT OF 1963," AND (5) "STAFFING." VT 002 930, VT 002 936, AND VT 002 930 CONTAIN ADDITIONAL INFORMATION ON THE INSTITUTES. (HC)

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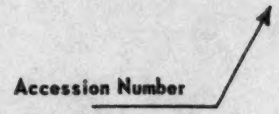

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ED 011 746

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ELEMENTARY GUIDANCE--THE DEVELOPMENTALLY CENTERED AND THE CRISIS CENTERED APPROACHES, A REPORT OF THE ANNUAL ALL OHIO ELEMENTARY SCHOOL GUIDANCE CONFERENCE (6TH, TIPP CITY, NOVEMBER 11, 1966).
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ED 011 739

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ED 011 687

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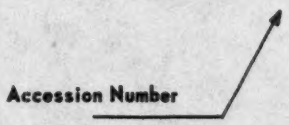

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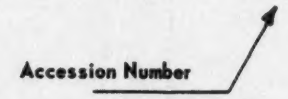

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BR-5-0537-4 ED 011 585

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PROJECT RESUMES

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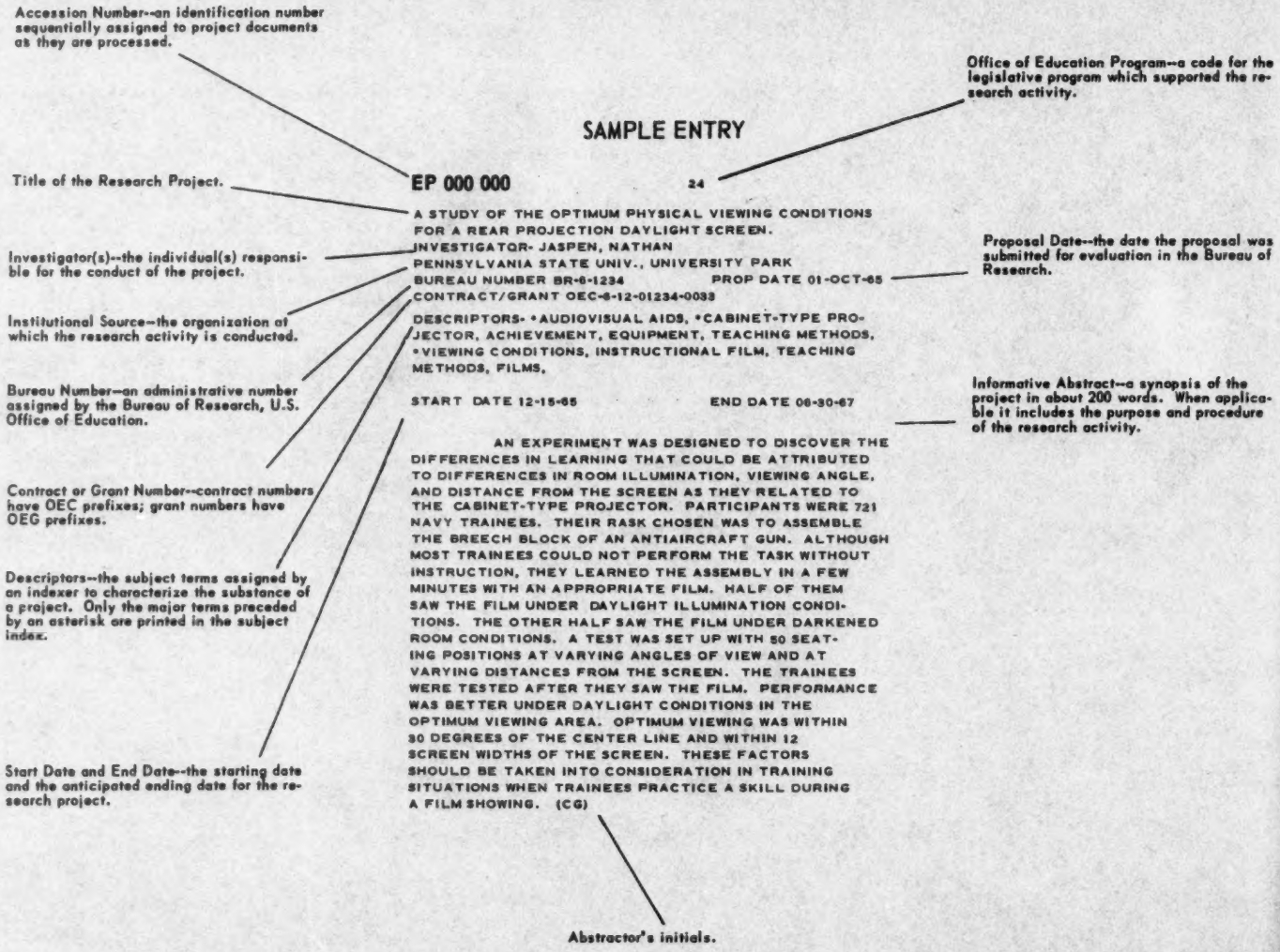
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Title of the Research Project.
EP 000 000
24
A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
Investigator(s)--the individual(s) responsible for the conduct of the project.
INVESTIGATOR- JASPEN, NATHAN
Institutional Source--the organization at which the research activity is conducted.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.
BUREAU NUMBER BR-6-1234
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CONTRACT/GRANT OEC-6-12-01234-0038
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DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.
START DATE 12-15-65
END DATE 06-30-67
Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
Start Date and End Date--the starting date and the anticipated ending date for the research project.
Abstractor's initials.

EP 010 882 24
THE EFFECTIVENESS OF SILENT 8MM CONTINUOUS LOOP MOTION PICTURES FOR TEACHING ANATOMY IN VETERINARY MEDICINE.
INVESTIGATOR- WELSER, JOHN R.
PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.
BUREAU NUMBER BR-7-E-143 PROP DATE MAR 67
GRANT OEG-08-014300-0206

DESCRIPTORS- *ANIMAL SCIENCES, *FILMS, *INSTRUCTIONAL TECHNOLOGY, *SINGLE CONCEPT FILMS, *TEACHING, EVALUATION, INSTRUCTIONAL FILMS, LAFAYETTE,

START DATE 09-01-67 END DATE 08-30-68

SILENT 8MM. SINGLE-CONCEPT LOOP FILMS HAVE BEEN PRODUCED AND USED IN THE TEACHING OF VETERINARY ANATOMY. THE OBJECTIVES OF THIS PROJECT ARE TO (1) EVALUATE THE ACCEPTANCE AND EFFECTIVENESS OF SILENT LOOP FILMS AS A TEACHING AND REVIEW AID, (2) DETERMINE WHETHER LOOP FILMS CAN SUBSTITUTE FOR PROSECTED AND/OR FRESH DISSECTION MATERIALS, AND (3) COMPARE THE ECONOMY OF LOOP FILMS TO PROSECTED AND FRESH DISSECTION MATERIALS. IT IS PROPOSED TO USE SINGLE-CONCEPT LOOP FILMS IN THE PRESENTATION OF THREE UNITS OF THE GROSS ANATOMY COURSE AND FOUR UNITS OF THE APPLIED ANATOMY COURSE. THE STUDENTS IN EACH OF THE TWO CLASSES WILL BE DIVIDED INTO THREE GROUPS WITH ONE GROUP HAVING THE MATERIAL PRESENTED WITH THE AID OF LOOP FILMS AND THE OTHER TWO GROUPS USING PROSECTED AND FRESH MATERIALS. IT IS FELT THAT BY USING OBJECTIVE TESTS, STUDENT OPINION, COST RECORDS AND TIME SPENT RECORDS, CONCLUSIONS ON THE ACCEPTANCE, EFFECTIVENESS, AND COST OF LOOP FILMS COMPARED TO PROSECTED AND FRESH DISSECTION MATERIALS CAN BE REACHED. THE RESULTS, IF FAVORABLE WILL STIMULATE FURTHER EXPANSION IN THE PRODUCTION AND USE OF LOOP FILMS BY PURDUE UNIVERSITY'S DEPARTMENT OF VETERINARY ANATOMY AS WELL AS SERVING TO STIMULATE OTHER SCHOOLS AND DEPARTMENTS TO PRODUCE AND USE LOOP FILMS. (TC)

EP 010 883 24
DEVELOPMENT OF A CURRICULUM FOR PRE-PARENTAL EDUCATION.
INVESTIGATOR- WASHBURNE, VERA
LAKE ERIE COLL., PAINESVILLE, OHIO
BUREAU NUMBER BR-7-E-110 PROP DATE 01 MAR 67
GRANT OEG-0-8-070110-0223

DESCRIPTORS- *FAMILY PROBLEMS, *MARRIAGE, *PARENT EDUCATION, *PSYCHOLOGICAL NEEDS, MARITAL STATUS, PAINESVILLE, PARENT RESPONSIBILITY,

START DATE 07-01-67 END DATE 08-30-68

A COLLEGE COURSE IS TO BE DEVELOPED TO DEAL WITH THE PROBLEMS CONFRONTING YOUNG MARRIED COUPLES AS THEY FACE PARENTHOOD. THE COURSE WILL DEAL WITH THE PROBLEMS PRESENTED BY THE ARRIVAL OF THE "EXCEPTIONAL OR DIFFERENT" CHILD, GIFTED, HANDICAPPED, OR RETARDED, AND THOSE PRESENTED BY THE TAKEN-FOR-GRANTED "NORMAL" CHILD. A PRELIMINARY SURVEY BY QUESTIONNAIRE SHOWED THAT NEARLY ALL OF THE COLLEGE STUDENTS WHO RESPONDED FELT INADEQUATELY PREPARED AND NONE REPORTED ANY FORMAL PREPARATION FOR PARENTAL RESPONSIBILITIES. MARRIED STUDENTS, BOTH MEN AND WOMEN, REPORTED THAT UNANTICIPATED PROBLEMS CREATED EXTREME STRAINS UPON THEIR MARRIAGE. STUDENT MEMBERS OF A PILOT CLASS WILL BE SELECTED FROM SENIOR MEN AND WOMEN SOON TO BE MARRIED AND FROM YOUNG MARRIED COUPLES. THE THINKING, EXPERIENCE, ATTITUDES, AND FEELINGS REVEALED BY THE STUDENTS IN THE PILOT COURSE WILL BE USED IN THE DEVELOPMENT OF THE CURRICULUM. (AL)

EP 010 884 24
THE EFFECT OF ARRANGEMENT ON THE USE OF LIBRARY CATALOGS.
INVESTIGATOR- KRIKELAS, JAMES
ILLINOIS UNIV., URBANA, GRAD SCH. OF LIB. SCIENCE
BUREAU NUMBER BR-7-E-014 PROP DATE 15 AUG 66
GRANT OEG-3-7-070014-1630

DESCRIPTORS- *CATALOGS, *COLLEGE STUDENTS, *EVALUATION, *INFORMATION RETRIEVAL, *LIBRARY SCIENCE, LIBRARY SKILLS, URBANA,

START DATE 12-15-66 END DATE 12-14-67

THIS STUDY WILL TEST THE THEORY THAT IF A LEVEL OF EFFECTIVE USE FOR A GIVEN LIBRARY PATRON AND A GIVEN TYPE OF CATALOG IS KNOWN, CERTAIN CHANGES IN BIBLIOGRAPHIC ENTRY, FORMATTING, AND ARRANGEMENT WILL YIELD A SIGNIFICANT INCREASE IN THAT PATRON'S EFFECTIVE USE OF THE CATALOG. FOR THIS STUDY, ARRANGEMENT HAS BEEN SELECTED AS THE EXPERIMENTAL VARIABLE. COMPARISON WILL BE MADE BETWEEN THE RESULTS OF A SUBJECT SEARCH USING A DIVIDED CATALOG AND AN IDENTICAL SUBJECT SEARCH USING A DICTIONARY CATALOG. A QUESTION-PROBLEM INSTRUMENT WILL BE CONSTRUCTED BY RANDOMLY SAMPLING THE SUBJECT ENTRIES USED IN A DICTIONARY CATALOG. THE APPROPRIATE SECTIONS OF THE TWO CATALOGS WILL BE MATCHED SO THAT THEY ARE ALIKE IN ALL RESPECTS EXCEPT ARRANGEMENT. THE PATRON'S RESPONSES, MEASURED IN TERMS OF A SUCCESS RATIO, WILL BE COMPARED TO DETERMINE IF THERE IS A SIGNIFICANT DIFFERENCE DUE TO THE DIFFERENCES IN ARRANGEMENT. IN ADDITION, A STATISTICAL ANALYSIS OF THE RESPONSES WILL BE MADE TO ESTABLISH THE INDEPENDENCE OF SUCH SCORES IN RESPECT TO THE PATRON'S EDUCATIONAL LEVEL, FREQUENCY OF USE OF THE CATALOG, AND SUBJECT BACKGROUND. (TC)

EP 010 885 24
COOPERATION, AGGRESSION, AND LEARNING IN A BI-RACIAL CLASSROOM.
INVESTIGATOR- ELLIS, DESMOND P. WIGGINS, JAMES A.
NORTH CAROLINA UNIV., CHAPEL HILL,INST.RES.SOC.SCI
BUREAU NUMBER BR-7-C-041 PROP DATE 15 MAY 67
GRANT OEG-0-8-000041-0226

DESCRIPTORS- *AGGRESSION, *CAUCASIAN STUDENTS, *CLASSROOM TECHNIQUES, *NEGROES, *SOCIALIZATION, CHAPEL HILL, ELEMENTARY SCHOOL STUDENTS,

START DATE 09-01-67 END DATE 08-30-68

CLASSROOM PROCEDURES WILL BE DEVELOPED TO SOCIALIZE NEGRO AND WHITE STUDENTS TO ENGAGE IN COOPERATIVE ACTIVITIES AS OPPOSED TO SEGREGATIVE OR AGGRESSIVE ACTIVITIES IN A NEWLY INTEGRATED SCHOOL SYSTEM. IN A LOCAL ELEMENTARY SCHOOL, 10 NEGRO AND 10 WHITE STUDENTS WILL BE SELECTED ON THE BASIS OF (1) THEIR HIGH INTERRACIAL SEGREGATION AND AGGRESSION AND (2) THEIR HIGH INTERRACIAL DEVIANCE AND THEY WILL RECEIVE SPECIAL INSTRUCTION IN BOTH ACADEMIC AND SOCIAL SKILLS. THE SEMESTER OF INSTRUCTION WILL BE DIVIDED INTO FOUR PERIODS--(1) DURING

PERIOD 1, THE STUDENTS WILL BE OBSERVED TO OBTAIN BASELINE MEASUREMENTS OF INTERRACIAL COOPERATION, SEGREGATION, AND AGGRESSION, (2) DURING PERIOD 2, COOPERATION BEHAVIOR WILL BE REINFORCEMENT BY TOKENS WHICH CAN THEN BE EXCHANGED FOR THE STUDENT'S CHOICE OF GOODS AND PRIVILEGES WHILE SEGREGATIVE AND AGGRESSIVE BEHAVIOR WILL USUALLY BE IGNORED, (3) DURING PERIOD 3, THE TOKENS WILL BE GIVEN TO INDIVIDUALS BUT ON A NONCONTINGENT BASIS, THAT IS, NO PARTICULAR BEHAVIOR WILL BE REQUIRED, AND (4) DURING PERIOD 4, THE PROCEDURES USED IN PERIOD 2 WILL BE REINSTATED, FOLLOWED BY AN ATTEMPT TO FADE OUT THE TOKEN SYSTEM WITHOUT DECREASING THE BIRACIAL COOPERATION. THE EFFECTS OF THESE PROCEDURES ON BEHAVIOR OUTSIDE THE CLASSROOM WILL BE EXAMINED. (TC)

EP 010 886 32
STUDY TO DEVELOP A RESEARCH PROGRAM FOR THE DESIGN DEVELOPMENT OF MODERN COLLEGE LIBRARIES.
INVESTIGATOR- DUPUY, TREVOR N.
HISTORICAL EVALUATION AND RESEARCH ORGANIZATION
BUREAU NUMBER BR-7-C-031 PROP DATE 27 MAR 67
CONTRACT OEC-1-7-070031-5137

DESCRIPTORS- *FEASIBILITY STUDIES, *LIBRARIES, *LIBRARY FACILITIES, *LIBRARY SERVICES, *SYSTEMS ANALYSIS, MCLEAN,

START DATE 06-30-67 END DATE 10-31-67

THE POSSIBILITIES FOR FUTURE LIBRARY DEVELOPMENT AND THE OPPORTUNITIES FOR MORE CLOSELY INTEGRATING MODERN LIBRARY SERVICE WITH THE EDUCATIONAL PROCESS ARE TO BE INVESTIGATED. THE OBJECTIVE IS TO ASCERTAIN THE EXTENT TO WHICH A RESEARCH PROGRAM CAN BE FORMULATED TO DEVELOP FROM INCEPTION A COMPLETELY MODERN LIBRARY FOR A NEW, 4-YEAR LIBERAL ARTS COLLEGE, TO THE END THAT A PRACTICAL LABORATORY AND DEMONSTRATION MODEL LIBRARY COULD BE CREATED, USING AND IMPLEMENTING THE PROVEN NEW LIBRARY AND INFORMATION STORAGE, RETRIEVAL, AND TRANSFER TECHNIQUES THAT HAVE BEEN EVOLVED IN RECENT YEARS. THE MODEL SHOULD FACILITATE LIBRARY DEVELOPMENT FOR NEW COLLEGES OR LIBRARY REDEVELOPMENT FOR EXISTING COLLEGES. THE STUDY IS NEEDED BECAUSE OF THE FEW EFFORTS THAT HAVE BEEN MADE TO USE OR TO TEST MANY OF THE NEW TECHNIQUES WHICH HAVE BEEN SPONSORED OR WHOSE DEVELOPMENT HAS BEEN SUPPORTED BY THE COUNCIL ON LIBRARY RESOURCES, THE NATIONAL SCIENCE FOUNDATION, AND SIMILAR GRANTING AND SUPPORTING INSTITUTIONS. THE RESEARCH PROGRAM WILL BE ORGANIZED INTO FOUR AREAS--(1) SYSTEMS DESIGN, (2) TECHNOLOGY AND TECHNIQUES, (3) COORDINATION OF ADMINISTRATIVE AND OPERATIONAL PROCEDURES, AND (4) EDUCATION, INFORMATION, AND LIBRARY SERVICE. (TC)

EP 010 887 24
HANDBOOK OF STATISTICAL METHODS FOR MAKING SCHOOL ENROLLMENT PROJECTIONS.
INVESTIGATOR- JAFFE, A.J.
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-7-1253 PROP DATE 67
CONTRACT OEC-1-7-071253-5103

DESCRIPTORS- *BOARDS OF EDUCATION, *GUIDES, *PREDICTION, *STATISTICAL DATA, *STUDENT ENROLLMENT, NEW YORK CITY,

START DATE 06-26-67 END DATE 06-30-68

A PRACTICAL STATISTICAL HANDBOOK WILL BE PREPARED FOR USE BY SCHOOL DISTRICTS IN ESTIMATING FUTURE PUBLIC ELEMENTARY AND HIGH SCHOOL ENROLLMENTS. AN EXAMPLE IS TO BE INCLUDED WHICH WILL SHOW THE WORKING TECHNIQUES USED FOR ONE STATE. AN EFFORT WILL ALSO BE MADE TO SHOW HOW THE ASSEMBLED MATERIAL CAN BE USED FOR DEALING WITH CURRENT PROBLEMS. PROCEDURES WILL BE AS FOLLOWS--(1) EXTRACTING FROM THE AVAILABLE LITERATURE SUCH STATISTICAL PROCEDURES AS SEEM PERTINENT AND SPECIFYING THE KIND OF SCHOOL DISTRICT TO WHICH THEY CAN BE APPLIED, (2) VISITING SEVERAL SCHOOL BOARDS NOW CONCERNED WITH THE QUESTION OF MAKING PUBLIC SCHOOL ENROLLMENT PROJECTIONS TO ASCERTAIN WHAT ADDITIONAL UNPUBLISHED INFORMATION MAY BE OBTAINABLE, (3) REVIEWING THE KINDS OF STATISTICAL FORMS AND DATA NOW BEING USED AND COLLECTED BY A SMALL NUMBER OF LOCAL SCHOOL DISTRICTS AND STATE BOARDS, AND (4) DEVISING NEW PROCEDURES AS WILL BE NECESSARY. THE TYPES OF PROCEDURES THAT ARE BEST APPLICABLE TO DIFFERENT TYPES OF SCHOOL DISTRICTS WILL BE SPECIFIED. SUGGESTIONS WILL ALSO BE OFFERED FOR THE IMPROVEMENT OF THE BASIC DATA COLLECTION PROGRAMS OF SCHOOL DISTRICTS. (TC)

EP 010 888 24
A STUDY OF EDUCATION IN THE UNITED ARAB REPUBLIC (EGYPT).
INVESTIGATOR- GUBAIN, FAHIM I.
GUBAIN (FAHIM I.), MC LEAN, VA.
BUREAU NUMBER BR-7-1098 PROP DATE 25 APR 67
CONTRACT OEC-1-7-071098-5247

DESCRIPTORS- *EDUCATION, *FIELD INTERVIEWS, *LITERATURE REVIEW, *NATIONAL SURVEYS, *RESEARCH, EGYPT, MCLEAN, UNITED ARAB REPUBLIC,

START DATE 06-30-67 END DATE 12-31-68

A SURVEY WILL BE MADE OF THE EDUCATIONAL SYSTEM IN THE UNITED ARAB REPUBLIC (UAR), INCLUDING ELEMENTARY, SECONDARY, VOCATIONAL, TEACHER TRAINING, AND HIGHER EDUCATION. IT WILL ALSO INCLUDE SECTIONS ON THE LAND (EGYPT) AND ITS PEOPLE, HISTORY OF EDUCATION IN THE UAR, AND THE ORGANIZATION AND ADMINISTRATION OF THE EDUCATIONAL SYSTEM. THE STUDY WILL ANALYZE THE DATA, EVALUATE EACH LEVEL OF EDUCATION, DISCUSS ITS PROBLEMS, ITS FAILURES AND SUCCESSES. THE RESULTS OF THE RESEARCH WILL BE SUBMITTED IN A REPORT THAT WILL INCLUDE A BIBLIOGRAPHY AND APPROPRIATE TABLES AND CHARTS. THE PRINCIPAL FEATURES OF THE RESEARCH ACTIVITY WILL BE (1) A SURVEY OF THE LITERATURE ON THE SUBJECT IN THE UNITED STATES, (2) A VISIT TO EGYPT TO COLLECT MORE DATA AND MATERIALS, DISCUSS EDUCATION IN EGYPT WITH VARIOUS INDIVIDUALS AND ORGANIZATIONS, AND VISIT EDUCATIONAL INSTITUTIONS. (TC)

EP 010 889 24
ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT.
INVESTIGATOR- ALSCHULER, ALFRED S.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-7-1231 PROP DATE 10 MAY 67
GRANT OEG-0-8-071231-1747

DESCRIPTORS- *ACHIEVEMENT, *ADOLESCENTS, *EXPERIMENTAL CURRICULUM, *INFORMATION DISSEMINATION, *MOTIVATION, CAMBRIDGE,

START DATE 08-15-67 END DATE 08-15-68

INFORMATION WILL BE OBTAINED ON WAYS TO EFFECTIVELY INCREASE ACHIEVEMENT MOTIVATION IN ADOLESCENTS. THE DIFFERENTIAL EFFECTS OF DIFFERENT METHODS OF INCREASING MOTIVATION WILL BE MEASURED BY EXPERIMENTAL MEANS. THE PROJECT WILL DEVELOP PROTOTYPE CURRICULUM MATERIALS FOR USE IN GIVING ACHIEVEMENT MOTIVATION COURSES IN HIGH SCHOOLS TO VOCATIONAL AND BUSINESS EDUCATION STUDENTS. THE RESULTS OF THE RESEARCH WILL BE DISSEMINATED THROUGH (1) PROTOTYPE TEXTBOOKS, (2) PERIODICAL ARTICLES IN PROFESSIONAL JOURNALS, (3) A FINAL SUMMARY REPORT, AND (4) CONFERENCES, CONSULTATION, AND COLLABORATION WITH OTHER INTERESTED UNIVERSITY COLLEAGUES AND SCHOOL PERSONNEL. (TC)

EP 010 890 64
STATE OF THE ART STUDY OF DIAL ACCESS INFORMATION RETRIEVAL.
INVESTIGATOR- OFIESH, GABRIEL
CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.
BUREAU NUMBER BR-7-1042 PROP DATE 31 MAR 67
CONTRACT OEC-1-7-071042-5093

DESCRIPTORS- *AUDIOVISUAL AIDS, *GUIDELINES, *INFORMATION RETRIEVAL, *INSTRUCTIONAL TECHNOLOGY, *VISUAL LEARNING, DISTRICT OF COLUMBIA, EVALUATION,

START DATE 06-26-67 END DATE 03-26-68

THE DIAL ACCESS INFORMATION SYSTEMS NOW IN OPERATION, THE EXTENT OF THEIR USE, AND THEIR CONTRIBUTIONS TO EDUCATIONAL PROCESSES WILL BE INVESTIGATED. THE DATA GATHERED WILL BE USED TO DEVELOP GUIDELINES FOR THE PLANNING, DESIGN, INSTALLATION, OPERATION, AND FINANCING OF DIAL ACCESS SYSTEMS APPROPRIATE TO VARIOUS TYPES OF EDUCATIONAL INSTITUTIONS AND USES. EVALUATION OF THE DIAL ACCESS SYSTEMS WILL BE CONDUCTED BY (1) ESTABLISHING A LIST OF EDUCATIONAL INSTITUTIONS USING DIAL ACCESS EQUIPMENT FOR INFORMATION RETRIEVAL, AND (2) GATHERING DATA BY DIRECT CONTACT WITH THE INSTITUTIONS AND BY QUESTIONNAIRE CONCERNING THE TYPE OF EQUIPMENT USED, ITS VERSATILITY, ACCEPTANCE, SIZE OF SYSTEM, AND DEGREE OF IMPACT ON THE EDUCATIONAL PROCESS. THE GUIDELINES HANDBOOK TO BE PREPARED WILL INCLUDE PERFORMANCE SPECIFICATIONS, EQUIPMENT SPECIFICATIONS, COSTS, AND PROCEDURES. (TC)

EP 010 891 24
ESTABLISHMENT OF A PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH.
INVESTIGATOR- HARMAN, WILLIS W.
STANFORD RESEARCH INST., MENLO PARK, CALIF.
BUREAU NUMBER BR-7-1013 PROP DATE 30 MAR 67
CONTRACT OEC-1-7-071013-4274

DESCRIPTORS- *EDUCATIONAL POLICY, *EDUCATIONAL RESOURCES, *PILOT PROJECTS, *RESEARCH AND DEVELOPMENT CENTERS, *SYSTEMS ANALYSIS, MENLO PARK, MODELS,

START DATE 06-01-67 END DATE 02-29-68

FOUR RESEARCH STUDIES WILL BE CONDUCTED TO PROVIDE THE EXPERIENCE NEEDED TO DEVELOP THE DESIGN OF AN OPERATIONAL CENTER FOR RESEARCH ON EDUCATIONAL POLICY. THE SELECTION OF THESE PROBLEMS WAS GUIDED BY THE CONCEPT THAT EDUCATIONAL POLICY RESEARCH SHOULD APPLY THE TECHNIQUES OF LONG-RANGE FORECASTING AND GOAL-ORIENTED SYSTEMS DESIGN TO THE ALLOCATION OF TOTAL EDUCATIONAL RESOURCES. THE FOUR STUDIES, REPRESENTING A RANGE OF EDUCATIONALLY SIGNIFICANT PROBLEMS ARE (1) AN INVENTORY OF KNOWLEDGE ON HUMAN POTENTIALITIES FOR GROWTH AND DEVELOPMENT, (2) PRELIMINARY FORECASTING OF ALTERNATIVE FUTURES FOR THE EDUCATIONAL SYSTEM AND FOR SOCIETY, (3) MORE SPECIFIC FORECASTING OF ALTERNATIVE FUTURES FOR URBAN EDUCATION, AND (4) A RETROSPECTIVE EXAMINATION AND MODELING OF PROCESSES OF CHANGE AND INNOVATION IN THE EDUCATIONAL SYSTEM. A HEURISTIC APPROACH TO THE DESIGN OF AN OPERATIONAL CENTER THAT WILL USE THE EXPERIENCE TO BE GAINED FROM THE PILOT RESEARCH CENTER IS DESCRIBED. (AL)

EP 010 892 24
A PILOT POLICY RESEARCH CENTER.
INVESTIGATOR- GREEN, THOMAS F.
SYRACUSE UNIV., N.Y., RESEARCH CORP.
BUREAU NUMBER BR-7-0996 PROP DATE 30 APR 67
CONTRACT OEC-1-7-070996-4253

DESCRIPTORS- *DECISION MAKING, *EDUCATIONAL POLICY, *INFORMATION DISSEMINATION, *RESEARCH AND DEVELOPMENT CENTERS, SYRACUSE,

START DATE 06-01-67 END DATE 02-29-68

THE ESTABLISHMENT OF A PILOT CENTER FOR THE STUDY OF EDUCATIONAL POLICY IS PROPOSED. A MAJOR TASK OF THE PILOT CENTER WILL BE TO PLAN THE ORGANIZATION AND OPERATIONS OF A PERMANENT CENTER THAT WILL (1) SPECIFY ALTERNATE POSSIBLE STATES OF THE EDUCATIONAL ENTERPRISE, (2) ASSESS ALTERNATE POSSIBLE STATES OF THE EDUCATIONAL ENTERPRISE, (2) ASSESS ALTERNATE PLANS OF ACTION OPEN TO POLICY MAKERS, AND (3) DISSEMINATE THE RESULTS OF SUCH STUDIES TO INDIVIDUAL GROUPS AND ORGANIZATIONS IN A POSITION TO INFLUENCE THE RATIONAL FORMULATION OF POLICY. AN INTERDISCIPLINARY APPROACH WILL BE TAKEN TO THE DEVELOPMENT OF A MODEL FOR THE FERMANENT CENTER, AND AS PART OF THE DEVELOPMENT AND TESTING OF THE MODEL, TWO RESEARCH PROJECTS WILL BE CONDUCTED. THE STUDIES TO BE MADE ARE (1) "THE NEW POLITICS OF LOCAL EDUCATION--A STUDY IN THE FORMATION OF POLICY AND THE CONTROL OF SCHOOLS," AND (2) "THE LEARNING FORCE--A STATISTICAL ANALYSIS AND PROJECTION." THIS SECOND STUDY WOULD INCLUDE THE "NONESTABLISHMENT" EDUCATIONAL ACTIVITIES, SUCH AS ADULT EDUCATION, ON-THE-JOB TRAINING, MANAGERIAL TRAINING, AND CORRESPONDENCE COURSES, AS PART OF THE EDUCATIONAL ENTERPRISE. (AL)

EP 010 893 24
PUBLICATIONS FOR EFFECTIVE PLANNING.
INVESTIGATOR- WIGDALL, KENNETH R.
NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION
BUREAU NUMBER BR-7-0962 PROP DATE 15 MAR 67
CONTRACT OEC-1-7-070962-5101

DESCRIPTORS- *EDUCATIONAL FACILITIES, *MOTIVATION, *PLANNING, *PUBLICATIONS, *SCHOOL BUILDINGS, EAST LANSING,

START DATE 06-15-67 END DATE 06-15-68

PUBLICATIONS WILL BE DEVELOPED TO STIMULATE PUBLIC INTEREST IN PREPARING EDUCATIONAL OBJECTIVES, PLANNING COMMUNITY JUNIOR COLLEGE FACILITIES, AND SATISFYING THE PHYSICAL FACILITY REQUIREMENTS OF RAPIDLY EMERGING

VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THESE PUBLICATIONS ARE PLANNED TO MEET THE EXPRESSED NEEDS OF EDUCATORS, BOARDS OF EDUCATION, PLANNERS, ARCHITECTS AND DIRECTORS OF SCHOOL FACILITY PLANNING FOR MOTIVATING PUBLICATIONS THAT WILL (1) STIMULATE PUBLIC DISCUSSION AND POSSIBLE ADOPTION BY SCHOOL SYSTEMS OF NEW EQUIPMENT, FACILITIES, TEACHING METHODS, CURRICULUMS, TRAINING PROGRAMS AND OTHER EDUCATIONAL INNOVATIONS DEVELOPED OR TESTED ELSEWHERE, (2) ENCOURAGE PRACTITIONERS TO CREATE A CLIMATE CONDUCIVE TO CHANGE, AND (3) REDUCE THE TRADITIONAL LAG BETWEEN DEVELOPMENT AND ADOPTION OF EDUCATIONAL INNOVATIONS. THE SERVICES OF OUTSTANDING PLANNERS WILL BE ENGAGED TO PREPARE THESE PUBLICATIONS INTENDED TO IMPLEMENT CHANGE THROUGH ACCELERATED PUBLIC REACTION. THE PROJECT WAS TITLED THE "PEP" PROJECT, PUBLICATIONS FOR EFFECTIVE PLANNING OF EDUCATIONAL FACILITIES. A PLAN OF OPERATION, A PRODUCTION SCHEDULE, AND PERSONNEL FOR THE PROJECT ARE DESCRIBED. (AL)

EP 010 894 24
NEW CURRICULA FOR VOCATIONAL EDUCATION.
INVESTIGATOR- GARFIELD, IRIS
NATIONAL COMMITTEE FOR SUPPORT OF PUBLIC SCHOOLS
BUREAU NUMBER BR-7-0976 PROP DATE 12 MAR 67
CONTRACT OEC-1-7-070976-5130

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL PLANNING, *EDUCATIONAL RESEARCH, *PUBLICATIONS, *VOCATIONAL EDUCATION, DISTRICT OF COLUMBIA, INFORMATION DISSEMINATION,

START DATE 06-30-67 END DATE 06-30-68

RESEARCH PROJECTS IN THE AREA OF NEW CURRICULUM FOR VOCATIONAL EDUCATION WILL BE SYNTHESIZED AND INTERPRETED TO DEVELOP NEW PRACTICES AND PROVIDE NEW INSIGHTS. SIGNIFICANT NEW FINDINGS IN EDUCATIONAL RESEARCH WILL BE MADE AVAILABLE TO PRACTITIONERS AND TO THOSE LAYMEN AND INFLUENTIAL CITIZENS WHO MAKE EDUCATIONAL DECISIONS FOR THEIR COMMUNITIES. THE PROCEDURES WILL INCLUDE THE APPOINTMENT OF AN ADVISORY COMMITTEE AND THE HIRING OF A WRITER. THEY WILL INVESTIGATE, LOCATE, AND SELECT SUITABLE RESEARCH PROJECTS. TWO MANUSCRIPTS OF APPROXIMATELY 20,000 WORDS EACH WILL BE PREPARED TO DISSEMINATE DISCUSSIONS OF A TOTAL OF SIX OR EIGHT RESEARCH PROJECTS. (TC)

EP 010 895 32
REVIEW OF THE AVAILABILITY OF PRIMARY SCIENTIFIC AND TECHNICAL DOCUMENTS WITHIN THE UNITED STATES.
INVESTIGATOR- WOOD, JAMES L.
AMERICAN CHEMICAL SOC., COLUMBUS, OHIO
BUREAU NUMBER BR-7-0930 PROP DATE 15 MAR 67
CONTRACT OEC-1-7-070930-5145

DESCRIPTORS- *DOCUMENTATION, *INFORMATION DISSEMINATION, *INFORMATION STORAGE, *LIBRARIES, *PERIODICALS, CHEMICAL ABSTRACT SERVICE (CAS), COLUMBUS,

START DATE 06-30-67 END DATE 12-30-68

THE CHEMICAL ABSTRACTS SERVICE (CAS), A DIVISION OF THE AMERICAN CHEMICAL SOCIETY, PROPOSES TO REVIEW THE AVAILABILITY TO USERS IN THE UNITED STATES OF ORIGINAL SOURCE DOCUMENTS--SERIALS LITERATURE AND CONFERENCE PROCEEDINGS--CONTAINING CHEMISTRY AND CHEMICAL ENGINEERING INFORMATION. CONCLUSIONS WILL ALSO BE DRAWN FOR DOCUMENTS IN RELATED SCIENTIFIC AND TECHNICAL DISCIPLINES, AND THE STUDY IS EXPECTED TO HAVE IMPORTANT IMPLICATION FOR DISCIPLINES IN THE HUMANITIES AND SOCIAL SCIENCES. THE PROPOSED WORK WILL MAKE USE OF A BODY OF INFORMATION ON LIBRARY HOLDINGS TO BE GATHERED BY CAS AND OVER 400 PARTICIPATING LIBRARIES IN THE UNITED STATES AND ABROAD. SUPPLEMENTARY DATA WILL BE GATHERED TO REVIEW THE PATTERNS OF INTERLIBRARY LOAN AND DOCUMENT COPY ACTIVITY INTO AND OUT OF SEVERAL SELECTED MAJOR LIBRARIES. OBJECTIVES OF THE REVIEW ARE TO (1) DETERMINE THE AVAILABILITY OF SOURCE DOCUMENTS IN THE COUNTRY AS A WHOLE AND IN SELECTED GEOGRAPHIC AREAS OF THE COUNTRY, (2) ASCERTAIN HOW WELL INTERLIBRARY LOANS FULFILL DOCUMENT REQUESTS, (3) MEASURE THE NEED FOR AND USES OF A DOCUMENT BACK-UP RESOURCE FOR LOCAL LIBRARIES NEEDING TO BORROW CHEMICAL AND CHEMICAL ENGINEERING LITERATURE, AND (4) PROJECT THE RESULTS OF THIS STUDY TO RELATED DISCIPLINES. IN ADDITION TO A FINAL REPORT SUMMARIZING THE RESULTS AND RECOMMENDING AREAS FOR IMPROVEMENT, THE PROJECT WILL PRODUCE A LARGE BODY OF ORGANIZED INFORMATION, MUCH OF WHICH WILL BE IN A FORM FOR COMPUTER USE. (TC)

EP 010 896 24
ERIC CLEARINGHOUSE FOR THE TEACHING OF ENGLISH.
INVESTIGATOR- O'DONNELL, BERNARD
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
BUREAU NUMBER BR-7-0870 PROP DATE 24 FEB 67
CONTRACT OEC-1-7-070870-5050

DESCRIPTORS- *CLEARINGHOUSES, *ENGLISH, *INFORMATION DISSEMINATION, *RESEARCH AND DEVELOPMENT CENTERS, *TEACHING, CHAMPAIGN, COMPOSITION (LITERARY), LANGUAGE, LITERATURE, METHODOLOGY, TRAINING,

START DATE 06-01-67 END DATE 05-31-68

A PROPOSED ERIC CLEARINGHOUSE TO BE OPERATED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH WILL ENCOURAGE AN ACTIVE SHARING OF CURRENT THEORY AND PRACTICE IN THE TEACHING OF ENGLISH. THE SUBJECT SCOPE OF THE NEW CLEARINGHOUSE WILL INCLUDE INFORMATION ON (1) THE CONTENT OF LANGUAGE, LITERATURE, AND COMPOSITION, (2) THE TEACHING OF THE SKILLS OF SPEAKING, LISTENING, WRITING, AND READING, (3) THE METHODOLOGY OF ENGLISH TEACHING FROM PRESCHOOL THROUGH THE 12TH GRADE, AND (4) PROFESSIONAL PREPARATION INCLUDING THE TRAINING OF SPECIALISTS IN THE TEACHING OF ENGLISH. THE FINDINGS WILL BE DISSEMINATED WIDELY THROUGH EXISTING PERIODICALS AND A NEW NEWSLETTER ON THE CURRENT STATE OF RESEARCH IN THE TEACHING OF ENGLISH. (TC)

EP 010 897 36
TIME-COMPRESSED SPEECH AS AN EDUCATIONAL MEDIUM--STUDIES OF STIMULUS CHARACTERISTICS AND INDIVIDUAL DIFFERENCES.
INVESTIGATOR- ORR, DAVID B.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
BUREAU NUMBER BR-7-0642 PROP DATE 08 DEC 66
GRANT OEG-1-7-070642-3764

DESCRIPTORS- *COMPREHENSION DEVELOPMENT, *LANGUAGE RESEARCH, *LECTURE, *LISTENING SKILLS, *SPEECH COMPRESSION, COLLEGE STUDENTS, SILVER SPRING,

START DATE 05-16-67 END DATE 09-15-69

THE PROPOSED RESEARCH IS BASED ON 4 YEARS OF PREVIOUS STUDY IN THE NATURE AND COMPREHENSION OF TIME-COMPRESSED SPEECH. THE RESULTS OF THAT RESEARCH INDICATED A NEED TO COMPARE THE CHARACTERISTICS OF VARIOUS TECHNIQUES OF COMPRESSING SPEECH TO DETERMINE THOSE BEST SUITED FOR EDUCATIONAL USE. PROCEDURES WILL INCLUDE USING APPROXIMATELY 150 COLLEGE STUDENTS AS SUBJECTS IN A SERIES OF EXPERIMENTS. THE GROUP WILL BE DIVIDED INTO MATCHED HIGH SPEED, MODERATE SPEED, AND LOW SPEED PRESENTATION SUBGROUPS. EXPERIMENTS WILL BE RUN TO COMPARE VARIOUS TYPES OF COMPRESSION, THE INTERACTION OF COMPRESSION AND LINGUISTIC CHARACTERISTICS, RESPONSE CHARACTERISTICS, AND COMPONENTS OF LISTENING COMPREHENSION. ANALYSES WILL TREAT ALL OF THESE TECHNIQUES BY GOOD VERSUS POOR LISTENING, BASED ON THE SUBJECTS' INITIAL LISTENING DATA. CORRELATIONS OF GOOD AND POOR PERFORMANCE WILL BE DETERMINED. THE HIGH SPEED SUBGROUP WILL BE ALLOWED TO PRACTICE TO A PERFORMANCE CRITERION, AND KEY MEASURES WILL BE REDETERMINED TO ASSESS THE EFFECTS OF PRACTICE ON THESE VARIABLES. (TC)

EP 010 898 24

A GENERAL EDUCATION CURRICULUM REVISION PROJECT--A TWO-YEAR PROGRAM OF CURRICULUM DEVELOPMENT WITH SELECTED PREDOMINANTLY NEGRO COLLEGES.

INVESTIGATOR- PROCTOR, SAMUEL D.
INSTITUTE FOR SERVICES TO EDUC., WASHINGTON, D.C.

BUREAU NUMBER BR-7-0867 PROP DATE 67
CONTRACT OEC-0-8-070867-0001

DESCRIPTORS- *COLLEGES, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL MATERIALS, *NEGROES, *TEACHING TECHNIQUES, DISTRICT OF COLUMBIA,

START DATE 07-10-67 END DATE 07-09-68

THE INVESTIGATOR WILL EXAMINE THE EXTENT TO WHICH NEWLY DEVELOPED AND RELEVANT CURRICULUM MATERIALS, TOGETHER WITH INNOVATIVE PEDAGOGICAL TECHNIQUES, CAN OVERCOME THE DEFICIENCIES OF A GROUP OF STUDENTS FROM AN INTELLECTUALLY UNDEMANDING ENVIRONMENT IN PREDOMINANTLY NEGRO COLLEGES. THESE MATERIALS WILL BE DEVELOPED BY SELECTED FACULTY OF THE PARTICIPATING COLLEGES AND THE CURRICULUM RESOURCES GROUP OF THE INSTITUTE FOR SERVICES TO EDUCATION DURING THE SUMMER OF 1967. THE CURRICULUM AREAS TO BE DEVELOPED ARE (1) IDEAS AND THEIR EXPRESSION (TRADITIONALLY ENGLISH), (2) QUANTITATIVE AND ANALYTICAL THINKING (TRADITIONALLY MATHEMATICS), (3) SOCIAL INSTITUTIONS, THEIR NATURE AND CHANGE, AND (4) BIOLOGICAL AND PHYSICAL SCIENCE. THE CURRICULUM RESOURCES GROUP WILL ORGANIZE THE SUMMER WRITING CONFERENCE AND ASSIST AND ADVISE THE PARTICIPATING FACULTY MEMBERS IN THE PLANNING AND PREPARATION OF THE CURRICULUM MATERIALS. DURING THE ACADEMIC YEAR THIS GROUP WILL MONITOR THE USE OF THESE MATERIALS AT THE SEVERAL COLLEGES, EDIT AND DISTRIBUTE PRELIMINARY SUMMER MATERIALS AND CONTINUE TO DEVELOP AND TEST NEW MATERIALS. IT IS HOPED THAT THE INTRODUCTION OF NEW CURRICULUM AND TEACHING STYLES INTO THE COLLEGES WILL INVOLVE AND CHALLENGE THE STUDENTS WHOSE INTELLECTUAL POTENTIAL HAS NOT BEEN REALIZED IN THE TRADITIONAL SYSTEM AND ALLOW TEACHERS TO PARTICIPATE IN THE CREATION AND DEVELOPMENT AND USE OF NEW MATERIALS. AN EVALUATION STUDY IS PLANNED AS AN INTEGRAL PART OF THE PROGRAM. (TC)

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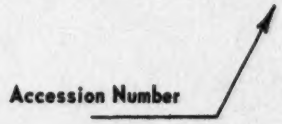
PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

BR-6-1234 EP 000 000



AMERICAN CHEMICAL SOC., COLUMBUS, OHIO
CHEMICAL ABSTRACTS SERVICE
(EDITORIAL OFFICE LOCATED AT OHIO STATE UNIV.)
REVIEW OF THE AVAILABILITY OF PRIMARY SCIENTIFIC AND TECHNICAL DOCUMENTS WITHIN THE UNITED STATES.
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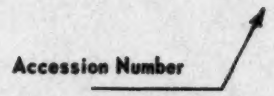
OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000



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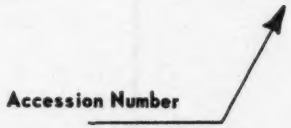

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SMITH, JAMES C.
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